DOCUMENT RESUME

ED 367 084 EC 302 785

AUTHOR Routier, Wanda J.
TITLE Improving Legal Literacy for Secondary Level Students with Disabilities through Teacher Training Using the Americans with Disabilities Act.
PUB DATE 9 Sep 93
NOTE 170p.; Ed.D. Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Civil Rights; *Civil Rights Legislation; Curriculum Development; *Disabilities; Equal Opportunities (Jobs); Federal Legislation; Information Centers; *Inservice Teacher Education; *Law Related Education; Secondary Education; Teaching Methods; *Teaching Models
IDENTIFIERS *Americans with Disabilities Act 1990; *Legal Literacy

ABSTRACT

This practicum was designed to develop a national teacher training model giving special education professionals at eight sites the background, understanding, materials, and support necessary to teach secondary students with disabilities about their rights, responsibilities, and opportunities under the Americans with Disabilities Act (ADA). Teachers participated in two national training conferences, taught an ADA curriculum specifically written for students with disabilities, and developed future classroom plans. Implementation of the practicum involved conducting the training, writing an implementation guide for the training model, writing the ADA curriculum, conducting site visits, developing the ADA Clearinghouse and Teacher Resource Center, compiling an ADA resource packet, and assisting teachers with overall guidance. Analysis of program evaluation data revealed that teachers increased their ADA knowledge as a result of the training model. A comparison of students' pretest and posttest scores showed increased knowledge about the law and the ADA after students (n=53) participated in the law-related instructional program. An appendix contains a 90-page training model implementation guide, with information and resource documents on planning training, training components, teacher training, student instruction, and program evaluation. The implementation guide provides a conference checklist, student questionnaire, teacher questionnaire, student portfolio criteria, and many other resource materials. (Contains 34 references.) (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 367 084

Improving Legal Literacy for Secondary Level Students with Disabilities Through Teacher Training Using the Americans With Disabilities Act

by

Wanda J. Routier

Cluster 44

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A Practicum II Report presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA University

1993

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Wanda J. Routier

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 302785

BEST COPY AVAILABLE

PRACTICUM APPROVAL SHEET

This Practicum took place as described.

Verifier:

Mary Curd-Larkin

Mary Curd-Larkin

Associate Director

Title

NICEL, 711 G St., SE, Washington, DC 20003

Address

September 28, 1993

Date

This practicum report was submitted by Wanda J. Routier under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Sept. 9, 1993

Date of Final Approval of Report

Edw. W. Anderson

William Anderson, Ed.D., Advisor

ACKNOWLEDGMENT

The writer would like to gratefully acknowledge the enthusiasm, cooperation and effort of the participating site teachers around the country. Their participation, support, dialog and assistance was invaluable to the success of this practicum.

TABLE OF CONTENTS

PRACTICUM APPROVAL SHEET ii

ACKNOWLEDGMENT iii

TABLE OF CONTENTS iv

LIST OF TABLES v

ABSTRACT vi

Chapter

I INTRODUCTION 7

Description of Setting 7
Problem Setting and the Writer 8

II STUDY OF THE PROBLEM 11

Problem Description 11
Problem Documentation 11
Causative Analysis 12
Relationship of the Problem to the Literature 13

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS 16

Goals and Expectations 16
Expected Outcomes 16
Measurement of Outcomes 17

IV SOLUTION STRATEGY 20

Discussion and Evaluation of Possible Solutions 20
Solution Description and Justification 23
Report of Action Taken 26

V RESULTS, DISCUSSION AND RECOMMENDATIONS 41

Results 41

Discussion 48
Recommendations 62
Dissemination 64

REFERENCES 67

Appendices

A LESSON PLAN FORMAT 71

B PRE AND POST TEST SCORES 73

C TRAINING MODEL IMPLEMENTATION GUIDE 77

LIST OF TABLES

Table

1 Legal Literacy and the ADA Pre and Post Test Scores 44

2 Personal Knowledge Inventory Summary 46

ABSTRACT

Improving Legal Literacy for Secondary Level Students with Disabilities Through Teacher Training Using the Americans With Disabilities Act. Routier, Wanda J., 1993: Practicum Report, Nova University, Ed. D. Program in Child and Youth Studies. Inservice Training/Americans with Disabilities Act/ADA/Disabilities/Staff Development/Law-Related Education/Secondary/Legal Literacy/ Citizenship/Social Studies/Transition/Special Education/Law

This practicum was designed to develop a national teacher training model giving special education professionals the background, understanding, materials, and support necessary to teach students with disabilities about their rights, responsibilities and opportunities under the Americans with Disabilities Act (ADA). The model included teacher training, student instruction and program evaluation. Teachers participated in two national training conferences, taught an ADA curriculum specifically written for students with disabilities, and developed future classroom plans.

The writer managed implementation of the model by conducting the training, writing an implementation guide for the training model, writing the ADA curriculum, conducting site visits, developing the ADA Clearinghouse and Teacher Resource Center, compiling an ADA resource packet, and assisting teachers with overall guidance.

Analysis of the data revealed that teachers increased their ADA knowledge as a result of the training model. A comparison of pre and post test scores showed increased knowledge about the law and the ADA after students participated in law-related education teaching strategies.. Teachers' positive comments about the training program indicate successful implementation of the model.

****

Permission Statement

As a student in the Ed.D. Program in Child and Youth Studies, I do (X) do not ( ) give permission to Nova University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

September 28, 1993 (date)

Wanda J. Routier (signature)

CHAPTER 1

INTRODUCTION

Description of Setting

The work setting for the writer is an international non-profit organization headquartered in a major metropolitan city. The organization is over fifteen years old and has grown in the past three years from a staff of eight to a current level of twenty four full time employees. The organization seeks to promote increased opportunities for citizens to learn about the law, their legal rights and responsibilities, and the legal system.

The organization has many programs providing law-related education training for teachers and law students, and sponsors educational programs for secondary and elementary school students. In addition, programs are implemented in facilities for those incarcerated in local, state, federal and juvenile justice correctional facilities. The organization has published curricular materials including several textbooks on practical legal topics.

One of the programs of the organization is a project of legal literacy education for students with disabilities. Initially, the program targeted students who are deaf or hard of hearing. A major law-related education curriculum for students who are deaf or hard of hearing was written during the first year of the program. The curriculum is based on legal and civic information needed for daily life skills as a citizen in a democratic society and geared

specifically toward students with disabilities and their unique needs. The curriculum was piloted by the writer at a major center educating students who are deaf or hard of hearing. A second curriculum based on the United States Constitution and Bill of Rights was written at the beginning of the second year and was piloted and field-tested in schools across the United States. Both curricula have been compiled into a new high interest/low reading level student and teacher text to be published this year.

Due to enthusiastic response to the program and numerous requests for the curricula to be used with other exceptionalities, the program expanded to include school programs serving students with various disabilities. Funding is provided by federal grants. The program is continuing in a national dissemination phase. Schools from across the United States are participating in field-testing of the curricula, teacher training, and student assessment.

Problem Setting and the Writer

The population selected for this practicum project was special education teachers in public and residential school programs serving secondary level students with disabilities. Implementation of this practicum was coordinated from the writer's organization but carried out in eight distinct school settings with at least one teacher and special education class participating from each site. Sites included special education programs in two public residential schools, one residential juvenile correction facility, and five public day schools. These programs served students with

hearing, emotional, behavioral, learning, developmental, visual and physical disabilities.

Site one was a rural, residential school in the midwest serving students who were deaf or hard of hearing. Site two was a high school class in a rural, residential school in the south serving students who were deaf or hard of hearing. Site three was an urban, residential juvenile correction facility in the south for adjudicated youth providing classes for students with learning, behavioral and emotional disabilities. Site four was a class in an urban, public high school in the midwest providing resource services for students who were deaf or hard of hearing. Site five was a class in an urban, public high school in the southwest providing resource services for students with learning, emotional vision, developmental and hearing disabilities.

Site six was a class in a suburban junior/senior vocational public high school in the south providing resource services for students with learning disabilities. Site seven was a rural, public high school in the south providing resource and self contained services for students with learning, emotional and behavioral disabilities. Site eight was a class in a suburban, public vocational high school in the middle Atlantic region providing self contained services for students with severe physical and developmental disabilities.

The writer served as director of the law-related education program for students with disabilities. The writer's education includes a Bachelor of Arts degree in Music, a Master of Arts degree in Special Education and state certification in music, special

education and school administration. Previous experience includes performing as a professional musician, teaching music, teaching students with disabilities in public and residential schools, and serving as department chairperson for an itinerant deaf and hard of hearing department in a large public school system.

During this practicum, the writer was responsible for managing and administering the law-related education program for students with disabilities. This included administering two federally funded grants, program and curricula development, budget management, site recruitment, development of Congressional and political partnerships, and grant writing. Additional duties of the position included hosting and presenting national teacher training conferences, management of teacher support networks, travel to train and support projects across the country, coordination of an electronic international law-related education bulletin board system, and presenting workshops at national and international law and education conferences.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

While working with students with disabilities and their teachers, the writer observed that many educational programs for these students and teachers lack an effective component to teach legal literacy skills. The majority of secondary level teachers of students with disabilities are not knowledgeable about the Americans With Disabilities Act of 1990 (ADA); therefore, students are not taught legal literacy skills about their rights, responsibilities or opportunities afforded by the ADA.

Students with disabilities in secondary schools generally are not taught what rights, responsibilities, or opportunities are available since passage of the ADA. These students often become involved in delinquent behavior due to their lack of knowledge of legal literacy information. Special education teachers generally are trained to teach content and remedial subjects to students, and usually do not have the time, training or materials to teach about law or disability legislation. These teachers generally do not receive professional training about legal literacy or disability legislation including the ADA, which prevents them from teaching their students about the law.

Problem Documentation

Evidence of the problem was supported by discussions, interviews, and observations. During the 1991-92 school year, approximately sixteen teachers attended professional conferences on legal literacy for students with disabilities hosted by the writer's program. Teachers were questioned and interviewed about their knowledge of the ADA. Only three of the sixteen had any knowledge of the ADA. Of the three that expressed some knowledge, only one knew information beyond the title of the Act.

Interviews with twenty students in four schools revealed little or no knowledge of basic legal literacy information and no knowledge of the ADA. Observations in four schools revealed no teacher materials or resources about the ADA in classrooms or school libraries.

Causative Analysis

The writer believes there are three causes for the stated problem. First, training information and seminars about the ADA have generally targeted business and industry compliance with the law, rather than training teachers and their students how the law will impact future opportunities for students with disabilities.

Secondly, there is a lack of specialized curricula for the educational setting teaching practical application of the ADA with a focus on students with disabilities as consumers of protection provided by the ADA. Curricula targeting secondary level students is very difficult to find at this time.

Finally, school scheduling frequently does not include class time for students to learn about information important for their

transition from school to adult life, including legal information on accessing services or rights. Scheduling is difficult due to the number of classes necessary to meet state graduation requirements, and the growing demands of increased curriculum requirements. These factors reduce the time spent on specific issues important to students with disabilities that are not addressed in the regular curriculum.

Relationship of the Problem to the Literature

Review of the literature gives evidence of the lack of training for special education professionals and students with disabilities about the legal system and the ADA. The preliminary literature review revealed information about the ADA targeting business and industry compliance with the law (Copus, 1992; DuBow, Geer & Strauss, 1992; Hoffman & Aldir-Hernandez, 1992; Irwin & Johnson, 1992; Mank, Oorthuys, Rhodes, Sandow & Weyer, 1992; Starkman, 1992; West, 1991), but no educational curriculum for students still in school.

Other literature gives evidence of difficulties teaching legal literacy skills to students with disabilities. O'Neil (1991) states that teaching students skills for active citizen participation in a democracy is not a priority in many schools. Remy (cited in O'Neil, 1991) states " . . . such problems as juvenile crime and high dropout rates can be traced back to-among other factors-a sense among young people that they are disconnected from the core values that characterize community . . . [and] lack a sense of civic responsibility" (p. 3). Nelson, Rutherford and Wolford (1987),

Leone, Rutherford and Nelson (1991), and MacMillan (1991) discuss the link between delinquency and lack of legal literacy skills among students with disabilities in the juvenile justice system. Bateman (1992) states that legislators have not educated constituents who are disabled about protections and implications of legislation effecting their life.

According to Brown, Gerber and Dowdy (1990), students need information that will empower them to develop life goals of independence and skills. Independence and skills are necessary to enable students to receive accommodations and assistance when needed to pursue full protection under the law as a citizen of a democratic nation. Difficulties in reading for these students, especially when reading traditional textbooks and applying effective study skills, are widely documented (Erickson, 1987; Gjerdingen & Manning, 1991; Higgins & Boone, 1990; Horton, Lovitt, Givens & Nelson, 1989; Horton, Boone, Lovitt, 1990; Limbrick, McNaughton & Clay, 1992; Strassman, 1992; Wood, Miederhoff & Ulschmid, 1989).

The literature revealed several causes for the problem. Students with learning and emotional disabilities are at risk of dropping out of school (MacMillan, 1991). According to Reinman, Bullis, Davis and Cole (1991), low-functioning adults who are deaf or have multiple disabilities with deafness as one disabling factor demonstrate several characteristics limiting their full participation in society. These characteristics include ineffective training experiences; poor attitudes, habits, goals, and skills related to work; weaknesses in independent living skills; weaknesses in educational

skills such as reading and writing; and inadequate skills and preparation for the transition from school to work and adult life.

Davis and Palmer (1992) state that " . . . A large gap still exists between the theoretical conception of the goals of social studies and the realization of those goals in day-to-day school practices . . . Little attention is being given to the development of systematic models and strategies of teaching" (p. 125). When surveying teachers interested in teaching legal topics, Little (1989) found three essential areas of need which are knowledge of legal content; knowledge of, and skills in, law-related education (LRE) goal setting; and knowledge of, and skills in, creating, conducting, and evaluating law-related education lessons (p. 6).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of the writer was to develop a teacher training model that could be replicated in schools and other settings, giving special education professionals the background, understanding, materials, and support necessary to teach students with disabilities legal literacy skills about their rights, responsibilities and opportunities under the ADA. The goal provided teachers with the ability to teach important information about the ADA and other legal literacy skills.

Expected Outcomes

There were several specific objectives the writer expected to achieve through implementation of this practicum. As an outcome of this practicum, a national model for training teachers and students about the ADA was piloted by the writer's organization and available for replication by state law-related education coordinators and others in educational settings. This was accomplished through communication with the national network of law-related education personnel, workshops and training sessions, and workshops at national conferences.

The model allowed teachers to present curricula that is effective, to provide information important to students, and

enhanced the capacity of teachers to teach legal topics aiding their students to reach their fullest potential. Several effective components influenced the success of the model. These were collaboration with teachers; communication and networking with others in the field of disabilities; appropriate materials and curricula; effective teacher training using expert and peer trainers; development of a clearinghouse and resource center providing information about trends, issues, legislation and updates in the field of disabilities, specifically the ADA; technical support for teachers; classroom use of cooperative learning, critical thinking strategies, and outside resource persons; and site visits.

Teachers participated in an ADA educational training program designed to provide information about the ADA, some of which was taught to students. Teachers provided comments about the training design and content, and experienced lessons similar to those they taught their students.

Measurement of Outcomes

To measure outcomes of teacher participation, several means of assessment were used. Teachers indicated through self-reporting, their level of ADA knowledge and their perceived needs for teaching about the law at the beginning and end of implementation. A comparison of knowledge levels and perceived needs was made.

Teachers taught students three basic concepts of the ADA. These concepts included the name of the Act, who signed the Act and when, and Act implementation dates; issues covered by the

five titles of the ADA; and ADA application in either a housing, employment or accessibility situation. Teachers documented ADA classroom teaching by self-reporting using lesson summaries or plans indicating how they infused ADA information into classroom activities and how they taught three ADA concepts to their students. Lesson topics, infused content areas, and teaching strategies were categorized and compared.

Teachers gathered and presented to their peers, a teacher portfolio of self-selected materials about the ADA to supplement practicum materials and link the ADA to local issues. Portfolios used by teachers provided the opportunity to gather media and other materials appropriate for their particular class, thus making the ADA curriculum more individualized. A presentation of the portfolio provided a vehicle for teachers to present information and network with others who have similar interests, students or classroom needs. Specific portfolio items were selected by the writer and teachers for inclusion in an ADA resource packet. The packet was disseminated to all participants and placed in the clearinghouse for future use.

Teachers increased their knowledge of the ADA as evidenced by volunteering specific ADA information during an interview with the writer. Information volunteered demonstrated knowledge gained since completion of the Personal Knowledge Inventory at the start of practicum implementation. Teachers completed a Program Action Plan stating how they planned to continue teaching students about the ADA, showing deeper

understanding of ADA concepts when infusing them in other subjects.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The majority of secondary level teachers of students with disabilities are not knowledgeable about the ADA; therefore, students are not taught legal literacy skills about their rights, responsibilities or opportunities afforded by the ADA. Students with disabilities in secondary schools generally are not taught what rights, responsibilities, or opportunities are available since passage of the ADA. Special education teachers generally do not receive professional training about legal literacy or disability legislation including the ADA, which prevents them from teaching their students about the law.

Literature addressing teacher training in legal and other subject areas describes effective programs that impact classroom teaching. Buzzell (1992), Shaver (1992), and Wassermann (1992) discuss student participation in learning by teaching social studies and legal knowledge, skills, and attitudes using law-related education, issues-centered teaching, and the case study method.

Little (1989) notes five reasons to teach law-related topics. First, to teach citizenship education based on the Constitution. Second, to teach delinquency prevention skills. Third, to teach citizen survival skills for life in a litigious society. Fourth, to improve critical thinking skills. Fifth, to enhance ethics education

(Little, 1989, p. 7).

Cogan (1989) suggests a rethinking of teacher training programs and states teachers should be trained to seek lifelong learning to become more knowledgeable, learn and refine skills such as information processing and scholarly inquiry, build classroom learning environments, model behavior of global citizenship, be familiar with the subject matter, and seek subject matter "experts" from the community as resource persons in the classroom (p. 243). Duke (1992) states that staff development for teachers should not only be implemented with the goal of assisting students, but should also encourage teachers to " . . . collaborate to assess their needs and to share intervention strategies" (p. 30).

Finegan (1987) discusses the bottom-up management style used in the business world and offers four concepts to successful management. Applying the four concepts to education, the concepts suggest that first, a professional environment encourages professionalism in teachers. Second, more responsibility is fostered when teachers sense ownership in the project. Third, motivation provides more classroom control than rules and regulations. Fourth, centralized power and authority can reduce productivity while consolidation of responsibilities at the level where students are can cut costs (Finegan, 1987, p. 44).

Johnson and Hunter (1987) state that "Building-level control of a new program is likely to produce better results than district control . . . [and] combining normative content with quality instructional strategies can make a program succeed" (p. iii). This suggests the positive results of the concept of giving teachers more

autonomy and decision-making opportunities. When teachers can make decisions in the classroom where the students and needs are, instruction may be positively impacted and changes may be made in a more positive and timely manner.

Anderson (1989), and Showers, Joyce and Bennett (1987) give characteristics of successful teacher training programs. These characteristics are presentation of theory or description of skills, modeling or demonstration of the new strategy, practice opportunities during the training, immediate feedback concerning practice efforts, and coaching (either expert or peer) during implementation of new strategies. These characteristics tend to make teachers more likely to use new strategies in the classroom.

Nadler (1984) lists five assumptions about adult learners. Adults must be given an awareness of the "need to know" the information to be presented, have the need to be self-directing, have a greater volume and quality of experience giving them more prior life knowledge than children, have readiness to learn, and are oriented to learning to acquire skills that will effect their life (pp. 6.8-6.11). Nadler (1984, 1988) cites the Critical Events Model as a successful training model for adults.

There are other ideas that warrant exploration. Networking among teachers can impact the sharing of ideas, strategies and information. Support found in a resource center may aid teachers in finding resources, legal cases and information, and accessing materials not available at the local level. Gathering and dissemination of teacher portfolios may be beneficial to collect a variety of information about the ADA in different localities.

Solution Description and Justification

As a solution, the writer chose to implement a teacher training program about the ADA. The writer would serve as coordinator of the project.

Eight secondary school settings would participate as sites. Sites would include three state residential schools for students who are deaf or hard of hearing with one teacher and four students participating at each site and five public school classes for students with learning, hearing, emotional, behavioral, physical or developmental disabilities with one teacher and four students participating at each site. A total of eight teachers and thirty-two students would participate in the implementation of this practicum.

The writer would communicate with site participants through written correspondence, telephone and/or text telephone conversations, facsimile communication, and site visits. Teachers would complete a Personal Knowledge Inventory revealing their level of knowledge of the ADA and their perceived needs for teaching about the law.

The writer would develop a training model for teaching special education professionals about the ADA incorporating current practices in adult education and professional development. The training model would be adapted to specific sites according to needs expressed by individual teachers. The Critical Events Model (CEM) would be used as the guide for training program development (Nadler, 1984, 1988). After stating the overall project goal, seven CEM steps would be followed. First, identification of

what needs to change would be made focusing on the lack of training programs about the ADA. Second, specific needs of teachers would be identified. Third, training objectives would be determined. Fourth, the curriculum would be developed. Fifth, methods and materials to be used during training would be selected. Sixth, instructional materials would be obtained. Seventh, the training session would be conducted. Evaluation and feedback would be ongoing during this process (Nadler, 1984, p. 7.13).

Five components of successful training programs would be incorporated. These components include an initial presentation or description of skills to be learned, modeling or demonstration of those skills, participant practice of the skills, feedback given to participants about their performance of the skills, and coaching of participants to influence future application of skills (Showers et al., 1987, p. 79).

Four basic student lessons about the ADA would be written, revised and presented as part of the teacher training model. Lessons would focus on ADA application in daily life for students with disabilities including topics of ADA awareness, housing, employment and accessibility. Lessons would use successful law-related education teaching strategies. Five of eight teachers would teach three basic concepts about the ADA to their students including the name of the Act, who signed the Act and when, and Act implementation dates; issues covered by the five titles of the ADA; and ADA application in a housing, employment, or accessibility situation.

Five of eight teachers would collect items about the ADA in a portfolio of resources for classroom use. Teachers would present portfolio components to colleagues at a training session and select items would be disseminated to all teachers by the writer. A review of the Personal Knowledge Inventory would be made at the end of implementation so teachers could determine what they learned about the ADA and revise their perceived needs for teaching about the law.

Site participation would be documented by on going communication by the writer with each teacher at least three times per month; completion of the Personal Knowledge Inventory; collection of teacher summaries or plans of ADA lessons taught to their class, including student comments about the lessons; presentation of teacher portfolios at the spring training conference; and completion of the Program Action Plan.

State law-related education coordinators would be contacted to provide local expert assistance to site teachers. These coordinators are part of a nationwide network providing programs, support and technical assistance to teachers in each state.

An ADA Clearinghouse and Teacher Resource Center would be instituted at the writer's organization. This Center would provide a centralized place for ADA information collection from around the country. Materials dealing with the ADA and disability issues would be collected, cataloged and available for dissemination upon request. This would provide professionals with one place to contact when seeking ADA information and referrals, rather than contacting several agencies to locate specific information.

Effective management practices would be employed to ensure smooth operation of the national program and efficient use of staff time. Program staff would be informed of the project and task assignments divided according to job responsibilities. Staff ideas and comments about efficient means of task completion would be welcomed and used as appropriate.

Four factors would influence the success of this project. First, special education professionals would be enthusiastic about learning about the ADA and would embrace it as a real opportunity for themselves and their students. Second, special education professionals would have input into the scope and content of the training. Third, students would be exposed to information specifically focused on their future as an active participant in a society that is accessible to them. Finally, the writer would have the resources and expertise to serve as coordinator of the project, subject matter expert, and to help meet individual needs of teachers and students.

Report of Action Taken

Implementation of this practicum took place in five distinct phases. Phase one was training model preparation. Phase two was training model development. Phase three was training model implementation. Phase four was training model revision and phase five was training model evaluation and future planning. Each phase took place during a specified time period and included several tasks that were accomplished. To document site participation, teachers completed and submitted the following items to the writer: Personal

Knowledge Inventory, Lesson Summaries, and a Program Action Plan. Teachers also collected an ADA portfolio and communicated with the writer three times per month.

Phase one, Training Model Preparation took place during months one and two of implementation. This phase included site identification, administering and compiling the Personal Knowledge Inventory, conducting an informal survey of student ADA knowledge, contacting state law-related education coordinators, implementing teacher portfolios, and developing the ADA Clearinghouse and Teacher Resource Center.

The first step in developing a national training model for teachers about the ADA was to identify participating sites and discuss project objectives. It was the goal of the writer to identify eight sites where teachers would be willing to participate in the ADA training program. To identify these sites, a survey was sent to approximately thirty-five teachers currently involved in the law-related education program for students with disabilities at the writer's organization. Of these thirty-five teachers, nearly all expressed interest in the project. To select only eight sites, the writer phoned or corresponded with each teacher to discuss in more detail, the goals, objectives and requirements of project participation. This narrowed the number of teachers to twenty.

All twenty teachers were included in the correspondence and training, but only eight were selected to be included in reporting the results of the practicum project. Eight of the twenty teachers were selected for practicum participation based on their enthusiasm and commitment to the practicum goal, the population of students in

their classroom, the type of school where they teach, and the geographic location of their school. The remaining teachers were included because of their great interest in the project, although their responses and other data were kept separate from the final eight sites.

Eight secondary school settings were selected with at least one special education teacher and one special education class participating at each site. Many sites had more than one teacher participating in this practicum, which was different than originally planned. There were two reasons for this. First, the teachers were very enthusiastic about the project and shared the opportunity with their peers. Second, most of the teachers were new to teaching about the law and felt more confident with a colleague in their school to turn to when assistance was needed.

Sites included special education programs in two public residential schools, one residential juvenile correctional facility, and five public day schools. Participating sites were located in seven states in the midwest, southwest, south, and middle Atlantic regions of the United States. These sites had programs that served students with hearing, emotional, visual, behavioral, learning, developmental, and physical disabilities.

A third residential school for students who are deaf was originally planned as a site. Due to unexpected staff changes, the school was unable to participate and was replaced by the residential juvenile correction facility.

Site one was a rural, residential school in the midwest serving students who were deaf or hard of hearing . At this site two

teachers participated. One was at the high school level and the other was at the middle school level. Site two was a high school class in a rural, residential school in the south serving students who were deaf or hard of hearing. Site three was an urban, residential juvenile correctional facility in the south serving adjudicated youth. This school provided resource classes for students with learning, emotional and behavioral disabilities. The class at this site provided services for adjudicated male students from grades seven through twelve.

Site four was a class in an urban, public high school in the midwest providing resource services for students who were deaf or hard of hearing. Site five was a class in an urban, public high school in the southwest providing resource services for students with learning, emotional and hearing disabilities. Site six was a class in a joint junior/senior vocational public high school. This site was a suburban school in the south providing resource services for students with learning disabilities.

Site seven was a rural, public high school in the south. At this site two teachers participated. One taught a resource class for students with learning disabilities. The other taught a resource class for students with learning, emotional and behavioral disabilities, most of whom have been adjudicated in the juvenile justice system at least once. Site eight was a class in a suburban, public vocational high school in the middle Atlantic region providing self-contained services for students with mild to severe physical and developmental disabilities.

After sites were identified, the writer disseminated a Personal Knowledge Inventory (PKI) to participating teachers. The PKI was designed to survey the level of prior knowledge teachers had about the ADA, and to reveal their perceived needs for teaching about the law. Compiled results were divided into two categories: teacher knowledge of the ADA, and perceived needs for training. Within these two categories, results were further categorized by similar issues and needs which assisted the writer in identifying deficient areas and formed the basis of training and curricular content.

The writer met with program staff to discuss the practicum project, the implementation timeline and staff responsibilities during the project. Staff responsibilities included all administrative support of the program including correspondence, materials duplication, mailings, travel arrangements, conference preparation, and other tasks as needed. Staff were enthusiastic about the project and assisted throughout.

State law-related education coordinators were contacted and informed of the project and sites in their state. This was an important step to ensure the continued success of special education teachers after this practicum ended. Through the network of state coordinators, support at the local level can continue long after this practicum has ended. The networking and training opportunities available through state programs is key to institutionalizing law-related education in special education classes. The state coordinators apply legal topics to their state and relate

them to local issues. The network of state coordinators is also important for dissemination of this practicum.

Teachers conducted an informal survey of student knowledge of the ADA and sent the results to the writer. This survey asked students to identify what they knew about the ADA. Teachers also administered a pre test covering basic legal literacy and ADA information.

During this phase teachers began gathering an ADA portfolio. Information related to the ADA was gathered and placed in their portfolio. Most entries in portfolios were in the form of media pieces such as articles from newspapers, magazines or professional journals. Teachers gathered portfolio items to link ADA issues to the local level. This became an important component for the writer and other participants because it was possible to see how the ADA is or is not impacting the lives of students and adults with disabilities around the country. Teachers selected several items from their portfolio to share with peers at the follow-up training conference during the program showcase. They also submitted items to the writer for inclusion in the ADA Resource Packet which was compiled and disseminated to other participants.

After the initial implementation of this practicum, development of the ADA Clearinghouse and Teacher Resource Center began at the writer's organization. The writer began organizing materials already collected into categories by ADA title and subject. This effort continued throughout the practicum by coordinating the collection of new materials on the ADA, law, education, and students with disabilities. The

Clearinghouse and Teacher Resource Center was such a success that it will continue to expand after this practicum is complete.

The second phase of this practicum was Training Model Development which occurred during months two through four. Steps in this phase included development of the implementation guide for teacher training, dissemination of the model to teachers, model revision, development of the ADA curriculum, dissemination of the curriculum to teachers, curriculum revision, and announcing the practicum topic at professional conferences.

The first task of this phase was to develop the teacher training model. An implementation guide for teacher training using the Critical Events Model was developed and a draft of the proposed training model was disseminated to teachers for their review and comments. Teachers reviewed the training model draft, made comments and suggestions and returned the draft to the writer for revision. The writer reviewed teacher comments and suggestions and made revisions to the training model based on applicable teacher comments.

Curriculum development of lessons on the ADA began by identifying lesson format (see Appendix A), and lesson topics. Topics of lessons included ADA awareness, accessibility, housing, and employment issues. Draft copies of the proposed lessons were disseminated to teachers for review and comments and returned to the writer. Items in the curriculum were revised based on applicable teacher comments. Most of the comments concerned the need for additional background information for teachers, and

comments about specific strategies that would or would not be successful in their particular classroom.

The writer made several workshop presentations at professional conferences during this phase of the practicum. The topic of the workshops was introducing law-related education for students with disabilities by using a lesson applying the ADA to a housing situation. The training model for teachers was mentioned during the workshops. There was great enthusiasm for law-related education for students with disabilities and the teacher training model. The writer collected a mailing list of interested persons for practicum dissemination.

Phase three was Training Model Implementation during months four and five. Steps in this phase included preparation, implementation and follow-up of a teacher training conference, teaching the ADA curriculum in the classroom, site visits and student evaluation. Site participants attended the initial training conference one month prior to practicum implementation. The conference planned during this phase was the follow-up training conference.

The first part of this phase was spent doing conference preparation. Program staff was extensively involved during this phase. The conference agenda was drafted, reviewed and finalized and materials for each workshop were selected. Rooms were reserved and refreshments were ordered. Audio visual equipment for each session was reserved and confirmed. Conference materials were compiled, duplicated, collated and placed in the conference packet for distribution to conference

participants. The training conference occurred over three days so three separate conference packets were put together and distributed on the appropriate day. Other materials were organized and placed in folders to use as handouts during specific workshops.

Sign language interpreters were scheduled for the conference to provide ADA accommodations for participants who were deaf. Audio/visual aids such as transparencies and flip chart notes were made. All logistical details associated with the conference were confirmed with conference site managers. The day prior to the conference all conference materials and equipment were delivered and arranged at the conference site. Signs were posted throughout the building giving directions to rooms where conference sessions were scheduled.

On the first day of the training conference, all logistical and equipment needs were checked prior to conference registration. The conference began with a welcoming plenary session followed by concurrent sessions. After each workshop session an assessment was made by conference presenters to determine whether the training level was appropriate for participants. Adjustments were made to upcoming sessions as necessary. The most common adjustment was to limit the content that was presented and provide an extra five to ten minutes for debriefing the session so teachers could discuss specific questions about the legal topic and how it related to their students.

During the program showcase on the second day of the conference, teachers participating in this practicum gave a brief presentation of their ADA portfolio and classroom experience. They

described successful and unsuccessful lessons, activities and strategies. Video tapes, student work, and items from their ADA portfolio were presented.

Each session and workshop during the conference was evaluated by participants. Conference evaluations were collected and results compiled by program support staff as follow-up activities. All participants received follow-up correspondence to review the purpose and value of the conference and thank them for their participation. Follow-up details were done as needed depending on requests from teachers for additional materials or other needs. Several packets of additional materials, texts, or other items were mailed to teachers.

When they returned home after the training conference, teachers began teaching three ADA concepts to their students. Teachers taught the first two ADA concepts which were the name, date of signing and who signed the Act; and the five titles of the Act. Teachers chose a third concept to teach depending on the needs of their students. They chose either a housing, employment, or accessibility lesson.

After special classroom events, students completed the student opinion sheet. Most teachers gathered student comments after such events as field trips, classroom visits by community resource persons, or other class activities. Student comments gave insight into their reactions to experiential law-related education strategies. Teachers made comments about the lesson and evaluated how it worked with their students. Teacher and student comments were sent to the writer. Upon completion of curriculum

implementation, teachers administered a post test to measure gains in student knowledge of legal literacy topics including the ADA. Student portfolio presentations were also scheduled at the end of curriculum implementation.

The writer made site visits to selected participating sites. Site visits were important to give the writer the opportunity to observe a lesson being taught and meet students in the classroom setting. The writer has found that a great deal is learned by seeing the actual setting where field testing is taking place. The site visit provided the writer with important information that influenced the focus, effectiveness, revision and future planning of the program. A total of six site visits were made. Due to scheduling difficulties, it was not possible to visit two of the sites.

During this phase the writer developed and disseminated a student questionnaire requesting comments about curriculum effectiveness. Student comments were important to determine if students were learning about the ADA. At this time several evaluation tools were disseminated to teachers. These were lesson plan summaries, Program Action Plans, and curriculum evaluations (see the Implementation Guide in Appendix C for samples of all documents described in this report). Completed documents were collected and compiled during the last phase of the practicum.

The fourth phase of this practicum was Training Model Revision. This occurred during months six and seven. The steps in this phase were final training model revision, and final curriculum revision.

The training model was evaluated, revised and expanded based on evaluations from teachers in phases two and three. There were not many suggestions or comments for change from teachers. The majority of teachers commented that the training model appeared comprehensive and complete. They stated that because there is no such training program currently available, the one they experienced through this practicum seemed very thorough and sufficient for initial ADA training preparing them to teach their students. The most frequent, applicable comments for change suggested including more time for teachers of like exceptionalities to be trained on how the ADA specifically applies to students they teach, and to expand the training sessions on the background, application of and general information about the ADA. The model was revised as needed to reflect these concerns. Sections of the model teachers found effective were not changed.

The curriculum was revised based on teacher evaluations made during phase three. There were not many suggestions for curricular change from teachers. Again, teachers commented that because no other lessons were currently available, they found the lessons in this project to be comprehensive and sufficient for them and their students. They found most strategies effective in teaching their students. The only comments for change were concerned with providing enough background information about the legal content so the teacher felt comfortable presenting the lesson. This especially applied to the lessons about housing and employment. The teachers did not consider themselves experts on the Fair Housing Act or Equal Employment Opportunity Commission

regulations, so considerable background information was added to the lessons. The curriculum was revised based on applicable teacher comments.

The last phase of this practicum was Training Model Evaluation and Future Planning. This occurred during the seventh and eight months. Steps in this phase included interviewing participating teachers; collecting and compiling results of the teacher questionnaires, lesson plan summaries, curriculum evaluations, pre and post tests, and Program Action Plans; compiling and disseminating the ADA Resource Packet; and beginning the final report.

The draft of the training model was revised into a final version. A teacher questionnaire was developed and disseminated to teachers requesting comments about their knowledge of the ADA, the training model, and curriculum effectiveness. Teachers were interviewed either in person, by telephone or text telephone conversations, or correspondence to determine if ADA knowledge had increased since initial responses on the PKI. Teachers reviewed the initial PKI and adjusted their perceived needs for teaching about the law. Results of the teacher questionnaire were compiled and a comparison of pre and post training knowledge of the ADA was made.

Teacher lesson summaries or plans were collected during this phase. Lesson summaries or plans indicated how teachers infused ADA information into classroom activities and how they taught ADA concepts to their students. Curriculum evaluation forms were collected during this phase. The draft of the curriculum

was revised into a final version based on compiled teacher comments on the curriculum evaluation forms.

Program Action Plans were collected during this phase. The Program Action Plan described how teachers planned to continue teaching students about the ADA using components of this practicum training model. These components included the ADA curriculum; networking with others in the field of disabilities; teacher collaboration; use of teacher portfolios; classroom use of cooperative and collaborative learning, critical thinking strategies, and community resource people; and technical support from the ADA Clearinghouse and Teacher Resource Center. Activities listed on the Program Action Plans formed the basis for future planning and program development to help meet the needs of teachers. Teachers compiled results of student pre and post tests and sent the results to the writer. A comparison of pre and post test scores was made.

The writer compiled select ADA materials from teacher portfolios. These items were compiled from teachers attending the training conference, exceptional materials sent to the writer by teachers, or items collected by the writer. Materials were edited as necessary and organized into an ADA resource packet. Packets were duplicated, collated and mailed to site participants and state law-related education coordinators. Additional packets were placed in the ADA Clearinghouse and Teacher Resource Center for future use.

The final report was started at the end of this practicum phase. The writer began to design graphic displays of evaluation

information to include in the report, and began writing a description of the final results.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The setting for this practicum was a small, non-profit organization located in a large, urban city. Implementation was coordinated from the organization, but carried out in eight distinct school settings. Sites included special education programs in two public residential schools, one residential juvenile correctional facility, and five public day schools. Participating sites were located in seven states in the midwest, southwest, south, and middle Atlantic regions of the United States.

The problem that was solved through this practicum was one that has recently been recognized in the education of students with disabilities (O'Neil, 1991, Nelson et al. , 1987, Leone et al., 1991, and MacMillan, 1991). Simply stated, the problem was that the majority of secondary level teachers of students with disabilities are not informed about the ADA; therefore, students are not taught legal literacy skills about their rights, responsibilities or opportunities afforded by the ADA.

The strategy chosen by the writer to solve this problem involved developing and implementing a teacher training model about the ADA providing special education professionals with the background, understanding, materials, and support necessary to

teach students with disabilities legal literacy skills about their rights, responsibilities and opportunities under the ADA.

The outcome measures were as follows:

Outcome Measure 1. By the end of the implementation period, a national model for training teachers and students about the ADA will be in use in the writer's organization and available for replication by state law-related education coordinators and others in educational settings. Outcome 1 was achieved. The teacher training model was developed and included teacher training, a law-related education curriculum on the ADA, and teacher support. The model was implemented in seven states and managed from the writer's organization.

Using the national network of state law-related education coordinators, the writer announced the project and received many inquiries about replicating the training program in other states. In addition, the writer conducted workshops and training sessions at national conferences. As a result, many educators and state law-related education coordinators inquired about the training model and discussed ways to work with the writer in implementing the model in schools in their district or state (see Appendix C for training model).

Outcome measure 2. The model will allow teachers to present curricula that is effective, to provide information important to students, and enhance the capacity of teachers to teach legal topics aiding their students to reach their fullest potential. Outcome 2 was achieved. The writer developed several lessons about the ADA which provided important information to students. These

lessons were a small curriculum that covered ADA awareness, and ADA application in a housing, employment, and accessibility situation. The curriculum was written as high interest/low reading level lessons targeting secondary level students with low reading abilities, a common problem among students with disabilities.

The curriculum used effective law-related education teaching strategies including use of community resource people, and case studies where students expressed and defended opinions. The curriculum also used brainstorming, cooperative and collaborative learning, and small group participation. Prior to teaching the lessons, teachers administered a pre test to measure students' prior knowledge of legal literacy topics and the ADA. A post test was administered following curriculum implementation. Scores from both tests were compared.

The hard work of the teachers to make the class a success, and the participation of students can be seen in the comparison of the pre and post test scores. Four of eight sites submitted pre and post test scores to the writer. Teachers in other sites indicated they administered only one of the tests, either the pre or post test, so a comparison of scores was not possible. An average of pre and post test results are represented in Table 1 (see Appendix B for the complete pre and post test comparison). The complete list shows tremendous gains most students made between the pre and post test. As can be seen from Table 1, the greatest average gain was 39.80 points. In looking at the entire list of pre and post test scores however, one can see that out of fifty three students, twelve

increased their score by forty or more points. Only two students out of fifty three had scores that decreased.

TABLE 1

Legal Literacy and the ADA
Pre and Post Test Scores of
Secondary Level Students with Disabilities

Four School Sites
Five Special Education Classes

School	Number of Students	Pre Test Score Average (106 points possible)	Post Test Score Average (106 points possible)	Difference in Averaged Scores
Site #2 South Residential	5	50.40	90.20	+39.80
Site #4 Midwest Public	4	35.25	72.25	+37.00
Site #5 Southwest Public	19	67.89	85.66	+17.77
Site #7 South-Public Class 1	9	61.22	92.22	+31.00
Site #7 Class 2	16	54.06	79.25	+25.19

N=53

Once trained in the curriculum during the initial training conference, teachers were asked to teach three basic concepts of the ADA. These concepts included the name of the Act, who signed the Act and when, and Act implementation dates; issues covered by the five titles of the ADA; and ADA application in either a housing, employment or accessibility situation.

All eight teachers taught about the ADA. All eight teachers taught ADA basics including the name of the Act, who signed it and when, and Act implementation dates. Seven of eight teachers

BEST COPY AVAILABLE

taught the five titles of the ADA. Seven of eight teachers taught a lesson dealing with ADA application in a housing, employment or accessibility situation. Of those seven, four taught ADA application in a housing lesson. One teacher taught ADA application in an employment lesson and four taught ADA application in an accessibility lesson. Two teachers taught more than one lesson.

Support for teachers was provided by the writer and included communication three times per month, and materials dissemination from the ADA Clearinghouse and Teacher Resource Center. At some sites, teachers received additional support from their state law-related education coordinator.

Outcome measure 3. Teachers will participate in an ADA educational training program designed to provide information about the ADA, provide effective teacher training using expert and peer trainers, and increase their knowledge of the ADA. Outcome measure 3 was achieved. Teachers received initial training prior to this practicum and follow-up training at a conference during this practicum.

Teachers completed the Personal Knowledge Inventory so the writer could determine their level of prior knowledge of the ADA and perceived needs for teaching about the law. From these results, the training program was developed to meet the needs of participants. Initial PKI results are represented in Table 2. As can be seen from the results, most teachers stated they knew at least a little about the ADA and agreed it was important for them to know about it. The majority of the teachers stated they would teach

about the ADA if they had materials, and that a curriculum was the item they needed most in order to teach about the ADA.

Table 2
Personal Knowledge Inventory Summary

QUESTION/STATEMENT	RESPONSE				
How much do you know about the ADA?	A great deal 1	Quite a bit 5	A little 6	Very little 0	Nothing 1
Where did you learn this information?	University classes 2	NICEL training 4	Personal reading 4	Workshops 5	Newspaper-newsletters 2
It is important for me as an educator to know about the ADA.	Strongly disagree 0	Disagree 0	Somewhat agree 0	Agree 2	Strongly agree 11
It is important for my students to know about the ADA.	0	0	0	2	11
I already teach about the ADA and have resources available to me and my class.	4	2	4	3	0
I would teach about the ADA if I had lesson plans, resources and information.	0	0	0	3	10
What do you need in order to teach about the ADA?	Curriculum 9	Networking and contacts 1	Information for parents 1	ADA specifics 1	Read more information 1
What do your students need to know about the ADA?	Their rights and responsibilities 4	Where to go and what to do for ADA help 6	ADA deadlines and lawsuit information 1	How the ADA applies to daily life 4	More instruction 1
How do you envision using the ADA in your classroom	Community based instruction 2	Law and citizenship class 1	Resource persons and field trips 1	Consumer and life mgt. skills 5	Simulated work experience 1

N = 13

The follow-up training conference was held during the training model implementation phase of this practicum and was two and one half days in length. Expert and peer trainers were utilized as workshop presenters. The keynote speaker was a disability expert from the Senate Subcommittee on Disability Policy. Teachers who used the legal literacy curriculum for two years served as peer trainers conducting workshops about their experience. Participating site teachers shared their classroom activities during the program showcase. This is where teachers

BEST COPY AVAILABLE

summarized and highlighted their class and the legal literacy project, and presented items from their ADA portfolio.

The training program provided teachers with an opportunity to learn more about the ADA, discuss its application in the educational setting, and learn how the ADA will effect their students. In addition to training conferences, technical support, site visits, and a collaborative network of peers and experts in the field of disabilities were provided. Through an interview with the writer and a written questionnaire, teachers reported their knowledge of the ADA increased as a result of the training and support received throughout this practicum. A comparison of the initial PKI and the final teacher questionnaire reveals teachers' perceived knowledge of the ADA increased and the most common need expressed was still for additional curriculum. The small number of lessons written for this practicum served the purpose of introducing the ADA to students and teachers. Now that they have been exposed to ADA information, students and teachers see the need for more lessons on practical application of the law.

Outcome measure 4. As part of the model, a clearinghouse and teacher resource center would be developed providing information about trends, issues, legislation and updates in the field of disabilities, specifically the ADA. Outcome measure 4 was achieved.

The ADA Clearinghouse and Teacher Resource Center has been developed and is maintained at the writer's organization. It has been a source of great support for educators, lawyers, state law-related education coordinators, and others in the legal and

education fields. The ADA Clearinghouse and Teacher Resource Center continues to grow as more items are gathered and new information becomes available.

Discussion

This practicum led to the achievement of specific objectives set forth before implementation began. The goal of this practicum was to develop a model for teacher training about the ADA so students with disabilities can improve their legal literacy skills and become active, participating, educated citizens. The training model was developed and an implementation guide written to assist others in replicating the model. Components of the training model included teacher training, student instruction and program evaluation.

Writing the implementation guide did not prove to be as cumbersome a task as this writer first imagined. Once the components necessary for a comprehensive training program were identified, step by step recommendations were written based on the experience of actually implementing the training program. Nadler's Critical Events Model (1984, 1988) for adult education and training provided a logical framework for sections of the implementation guide.

It was helpful to have teachers review the training model and implementation guide. As recipients of the training, they provided insight to successes and concerns from a different perspective than the writer. Teachers were very enthusiastic about the training program and implementation guide. Many teachers wish to

implement the training program in their district or state, and have said the implementation guide will provide them with logistical details and other preparation they were unaware of because of their participant status. When they arrived at the training conferences, everything was ready for them and the workshops proceeded as scheduled. Teachers interested in implementing the training model have stated that for them, the most daunting part of actual implementation will be making sure all details are addressed. They foresee a great need for the implementation guide, and expect it to be a tremendous resource to anyone implementing the training model.

Site selection proved to be more difficult than the writer anticipated because many more than eight teachers wished to participate. Selecting only eight teachers, without dimming the excitement of the others required careful planning. After initial contact with teachers in the national network of the law-related education program for students with disabilities, nearly all expressed interest in the project. Teachers revealed they knew little about the ADA, thought it was important to learn about, and had no indication from their school districts concerning ADA training for teachers.

Teachers expressed their frustration with trying to develop Individualized Transition Plans (ITP) for their secondary level students, mandated by the *Individuals with Disabilities Education Act*. The frustration came from the fact that they were expected to develop the ITP with no resources or training to assist in implementing the plan. Teachers felt relieved to have the

opportunity to participate in this practicum because of the training, resources, and support provided by the writer.

Final selection of only eight sites was made based on the commitment of the teacher, the disabilities represented in their students, and the location of the school. The writer wished to have a diverse group of teachers and sites with many disabilities and classroom settings represented; urban, suburban and rural settings represented; and geographic representation from across the country. Teachers at the eight sites proved to be dedicated and cooperative throughout the practicum. Teachers at the other sites who participated, but whose information is not documented here also proved to be cooperative and excited about the project.

The ADA curriculum proved to be very beneficial to teachers and students and opened classroom dialog about serious issues confronting secondary level students with disabilities who are transitioning into adult life outside of school. The extensive literature available about business and industry compliance with the ADA (Copus, 1992; DuBow et al., 1992; Hoffman et al., 1992; Irwin et al., 1992; Mank et al., 1992; Starkman, 1992; West, 1991) shows the extent of concern by businesses and the opportunities that exist for students with disabilities.

Until this practicum, however, students at the eight participating sites and the other non-participating sites were not taught about the ADA and their rights and responsibilities under the law. Because they did not learn their rights and responsibilities, they also did not learn the rights and responsibilities of others including business and industry. For students to be wise

consumers of the protection provided by the ADA, they first must be aware of the law and what it means to them. Next, they must learn what the law means to others, such as those in business and industry. This practicum gave students with the opportunity to learn what they and others are expected to do under the law, and how to access protection of the law.

A positive outcome of this practicum was student improvement of scores from the pre to post test. An increase in scores was anticipated, but the extent of the improvement was unexpected. The dramatic increase in scores from the pre to post test suggests the curriculum was effective in providing students with important information and increased their level of legal literacy and ADA knowledge. By increasing students' legal literacy knowledge, they can begin to reach their fullest potential as an active, educated, participating citizen.

Another unexpected positive outcome of this practicum was student commitment to educate other students, school leaders, and community members about the ADA. The following descriptions are only a small sampling of the many activities students and teachers were involved in as a result of learning about the law and the ADA.

One middle school class of students who were deaf made a handbook about using the state relay system for making telephone calls, a requirement of Title 4 of the ADA. The teacher collaborated with a representative from the company that operates the state relay system and together taught students about the system. Students developed the concept of a comic book super hero who

told the story of why, when and how to use the relay system. The main character even spoke about crimes when using the telephone and intervened when two student characters in the handbook wanted to make a prank call using the relay system. These are issues the students were unaware of prior to this practicum. The class published the handbook in the school print shop and disseminated it throughout the school and community. The teacher presented a copy to their U. S. Senator during the follow-up training conference.

Another class used ADA information to teach non-disabled students about disability issues and what the ADA means to the general public. The main issue these students raised was an awareness and a sensitivity to the benefits many accommodations provide everyone, not just people with disabilities. They gave examples such as ramps and elevators that are used by people with baby strollers, and people who can walk.

The class of students in the juvenile correctional facility were creative and made posters depicting visual images of law-related topics that pertained to accessibility to buildings, television, other media, or outdoor areas. Students demonstrated a lack of civic responsibility, and little or no knowledge of the law or legal system, even though they were caught in the midst of the juvenile justice system. This lack of civic and legal knowledge as reported by Remy (cited in O'Neil, 1991), Nelson et al. (1987), Leone, et al. (1991) and MacMillan (1991), can be a link in delinquency, juvenile crime, and the high drop out rate of students with disabilities in the juvenile justice system.

The students were eager to learn about the law, the ADA, and the juvenile justice system in which they were involved. Most striking to these students was the fact that because they committed an offense that rendered them a resident of a correctional facility, many of their rights under the law and the ADA were denied them because in a correctional facility, residents are not free citizens.

These students were escorted everywhere they went, were never left alone, not even in the shower or rest room, and were required to wear wrist and ankle shackles outside of the classroom. A guard unlocked and removed the shackles when they entered the class, and replaced and locked the shackles when classes changed. The guard remained in the classroom with the students and teacher. Most of these students expressed a new realization of the value of improving behavior so they would not return to the juvenile justice system and be denied rights and freedom. Whether this realization results in changed behavior remains to be seen.

In the midwest, a high school class of students who were deaf became involved with the student government because they had no access to a text telephone for use after school. Before this practicum, students in special education classes were not involved with student government because they did not understand much of the process.

After learning about the law and the ADA, they decided they needed representation in the student government, elected a representative and worked to educate the student body and administration about how they were denied accessibility to the telephone after school hours. This meant that if these students

participated in after school activities, they were denied the opportunity to call home for a ride, or to tell a parent they would be late because the text telephone was locked in the office when the staff left for the day.

Students published articles in the school newspaper, another first for this class, and became active self advocates working within the system to obtain the ADA Title 4 right to equal access for communication, just like all other students participating in after school activities. They met with school administration, met city council members and educated adults about the ADA and the needs of students with disabilities. The student government voted to make this need a priority and worked with the school to obtain another text telephone and make it available after school hours so all students could have equal access to communication equipment.

Self advocacy, working within existing systems, and carefully educating others about rights and responsibilities under the law are skills these students learned, applied, and enacted successfully. They will be equipped to begin adult life with more practical experience than peers before them. These are skills Brown, et al. (1990) speak of when they state that students need information that will empower them to develop life goals of independence and skills.

Another class in a small, poor school in an urban area in the southwest became very excited about opportunities to learn about the law. The teacher in this school came up with the idea to sponsor an "LRE Quiz Bowl" similar to an academic team competition, only for special education students. This was the first time these students had the opportunity to do something special

that only other students in the school do. They were able to use the academic team equipment, buzzers, and school sponsor who served as the moderator. The writer was present for the final rounds and provided several questions during tie situations.

The students were excited, participating, and had spent many hours studying law-related questions including ADA information. They made a chart to mark team progress throughout the tournament and selected team names. Students were very excited and when the final round came they invited other students and teachers from within the school. The first, second and third place teams received prizes donated by local athletic and music stores which the teacher had obtained earlier. Students were very proud of their achievement and still talk about the experience.

Students in this school went on to do a mock trial and many activities carried over into other classes as interdisciplinary learning. One student surprised the teacher by making a gavel in industrial arts class and presented it for use by the judge during the mock trial. The teacher chose this student as the judge for the mock trial. The student was thrilled at the opportunity to serve in such an important role during the mock trial. Students were excited about the opportunity to continue to learn about law and the ADA during the new school year.

The training and on-going support provided to teachers became necessary and valuable. Many times throughout practicum implementation teachers called the writer to ask questions, get clarification, request resources, or just to talk to be encouraged and reaffirmed in what they were thinking and trying to do. This

supports Little's (1989) findings after surveying teachers. Little (1989) found that teachers need knowledge of legal content, law-related education skills, and experience with law-related education lessons in order to implement successful programs. The teachers participating in this practicum needed support to reinforce their learning and understanding of all three areas identified by Little.

Teachers commented that the participatory methods of law-related education increased students' voluntary involvement in class. Buzzell (1992), Shaver (1992), and Wassermann (1992) discuss effective teaching that requires student participation in class by using law-related education, issues-centered teaching and the case study method. All three recommendations were part of this practicum. Teachers found a positive change in student participation in the classroom as a result of implementing the recommendations.

Teachers also commented that the methods and strategies of law-related education, and the learning competencies and objectives of the curriculum gave them appropriate goals and objectives for students' individualized educational plans (IEP). The IEP goals and objectives were easy to link with interdisciplinary teaching and a comprehensive transition plan for each student. This was of great help to teachers because of their earlier concern of having limited materials available for use in the transition plans.

Another unexpected outcome of this practicum was the way teachers embraced the entire project, and became thoroughly engaged in using law-related education across the curriculum. It appeared that by providing effective training and support to

teachers, they were somehow given "permission" to be innovative and use teaching strategies and topics not generally found in the traditional classroom, even in special education. Special education teachers usually know that students learn best by doing, but most of them had not used experiential methods and strategies that are so important to law-related education. By applying the ADA and the law to real life situations, rather than just reading about it in a book, students were able to become involved in their own school, and make a difference in their own lives and in the lives of others.

Teachers gave students opportunities to become self-advocates; to hear from and talk with community experts such as lawyers, judges, ADA experts, rape counselors, police, a sheriff, deputies, and probation officers as classroom resource persons; and develop relationships with these people that would not have been possible before. This experience increased students' self esteem, and gave them the confidence to be aware of their own rights and responsibilities as they transition to the adult world.

Teachers who used portfolios to assess student learning found that students needed a lot of assistance in the beginning of the portfolio process. This was mostly due to the fact that students were not accustomed to developing a portfolio of their choice. They were accustomed to taking written tests. Teachers spent a great deal of time in the beginning explaining portfolios to students and helping them get started. Teachers also began video taping class sessions so students became accustomed to the camera.

Once students became accustomed to the idea of having some control over their grade and assessment, they became quite

creative in collecting portfolio materials related to law and the ADA. The portfolio presentations went well although students were nervous. Teachers embraced this method of assessing their students because of the insight gained by seeing what a student has collected, and hearing the student link the item to a legal topic. Students told of personal meaning and understanding that is not related in a paper and pencil test.

An outgrowth of this practicum was an improvement in the professionalism of participating teachers and how they were viewed in their schools. Several teachers stated that their school districts adopted portfolio assessment during the past school year, for implementation next school year. They stated that while school officials mandated the use of portfolio assessment, they were not providing very little training to teachers. This caused quite a protest from teachers within these school districts. The teachers involved in this practicum were able to step forward, relate their experience, show their portfolio charts, explain the portfolio process, and were asked by the school administration to conduct training sessions for their peers on portfolio assessment. For many of these school districts, this was the first time special education teachers were used as a resource to regular education teachers.

The teachers, although nervous at first, became confident and conducted staff development training that was successful, timely and effective. They did this with support from the writer, and by relating their own experience in their classrooms. They continue to serve as a resource for their district and other teachers. This experience gave site teachers a boost in morale by realizing they

can serve as peer experts and trainers, and greater self esteem in that what they are doing is of value.

This is especially important given the trend toward inclusion of students with disabilities in the regular classroom with the regular education and special education teachers co-teaching the class. Often in these situations, the special education teacher is viewed as being a subordinate teacher to regular education teachers. Teachers participating in this practicum found that as a result of the training, curriculum and support they received from this project, they are viewed more professionally and as a resource for school staff, not just a person who gets the "remedial" students.

Duke (1992) states that a goal of teacher staff development should be to encourage collaboration and the sharing of needs and strategies. Several teachers participating in this practicum conducted successful staff development sessions where they encouraged collaboration and the sharing of needs and strategies among the staff.

Another outgrowth of this practicum is the institutionalization of law-related education in several participating sites. Once teachers recognized the effectiveness and impact on students of the entire program including training, support, and curriculum, they were quick to share classroom successes with other teachers. Even difficult students began to speak of class activities in other classes and during school events. At several sites this led to regular education teachers asking for the curriculum and training from the special education teachers so they could use the materials in their regular education classes.

Regular education teachers who taught social studies, government, sociology, English, and reading saw the special education program as a means to teach basic skills by using content subject matter that interested students. This excited the special education teachers because they were never previously approached as equals, and especially not as resources for curriculum or teaching methods. The special education teachers did share the curriculum, resources, and conducted training sessions for regular education teachers so they could infuse topics into their classes.

Most of the schools participating in this practicum will continue the law-related education program and teaching about the ADA and expand it to include many other classes. Institutionalization appears to have begun and schools have embraced the program for its timely content, and successful strategies.

Another outgrowth of this practicum was the sharing of the program by practicum participants to other school districts within their state. Several teachers spoke of the project with colleagues and several have done professional presentations at state conferences. As a result, they shared the program with educators around their state who requested the materials and training. In these states, the program has not only been institutionalized at the local level, but has been expanded to other districts within the state. This is where support from the state law-related education coordinator becomes important. Due to limited resources, it is impossible for the writer to provide everything

new programs need. Instead, teachers are contacting their state law-related education coordinators for support needed at the local level. The writer continues to serve as a resource and provides support from the ADA Clearinghouse and Teacher Resource Center and calls continue to come in from across the country. The state coordinator, however, can provide resources at the local and state level that are more timely and related to state issues.

In summary, it appears this ADA training model for teachers is effective and provides a professional and self-esteem building experience for them. The training proved to be effective, and teachers embraced the opportunity to network with other teachers from around the country to learn about similar problems and new solutions. Teachers developed self confidence, and learned new teaching skills. They also learned about the ADA which they view as very important knowledge for their students.

Cogan (1989) states teachers should receive training that will encourage them to seek lifelong learning. Teachers participating in this practicum have grown personally and professionally and expressed a new or rekindled desire to become lifelong learners.

Students learned about the ADA and the law. They continue to develop basic skills while learning their rights, responsibilities and self-advocacy skills which are important for the successful transition to adult life.

The writer continues to receive inquiries about the project from across the country. It appears there is a great need for a teacher training program focusing on the ADA.

Recommendations

Recommendations for continued use of this training model and further improvement relate to teacher training and support, student application of what they learn, and additional curriculum.

Teacher training and on-going support should be continued and expanded to provide in-depth learning experiences for teachers. Teachers involved in this practicum participated in two national professional training conferences, one prior to and one mid-way through practicum implementation. In addition, a site visit by the writer toward the end of implementation provided teachers with on-site technical assistance. Support was provided according to individual needs and requests communicated by the teachers. The three components, professional training conferences, on-site technical assistance, and on-going support appeared to elicit change in teacher professionalism and confidence.

Partnerships with community experts as classroom resources are another support mechanism teachers should be encouraged to develop. By inviting community resource people into the classroom, the pressure is removed from the teacher to know the latest about every topic which is an impossible task. The state law-related education coordinator is another resource that should be utilized for local support and information about state issues.

With a little support, it appears as though teachers are willing to work hard, learn, and try new methods in order to reach their students. In today's climate of education funding cuts, staff development cuts, and an increased call for teacher accountability,

it was encouraging to find that by providing basic support to teachers, improvement can be seen in the classroom. School districts should rethink the practice of cutting support mechanisms for teachers. A little support appears to go a long way in producing long-term benefits.

Another recommendation is to provide opportunities for teachers to network with peers outside their own school. During this practicum, teachers from seven states attended two training sessions where they met each other, experienced the legal literacy program, and discussed classroom experiences.

At the very last workshop of the follow-up training conference, teachers were grouped by like exceptionalities represented in their students. One of their tasks was to develop a wish list of support they would like that the program was not already providing. A recommendation from every group of teachers was that training opportunities be expanded to include the opportunity to network more with each other, and somehow be given the opportunity to visit schools in other states to see first hand what is happening in classrooms like theirs across the country. Although it is difficult in the economic climate of today to provide funds for such opportunities, it appears this is an invaluable learning experience. Funds should be found to provide for travel, lodging, and teacher release time.

A third recommendation is to give students more opportunities to apply the legal concepts they learn in the classroom, to an action project in their class, school or community. Such activities were an unexpected, but positive outcome of this

practicum. Several classes of students became empowered with their new knowledge and decided to make a difference and solve a problem within their school or community. Students with disabilities are not often given opportunities to make a positive difference in their school or community. By teaching about their rights and responsibilities, and empowering them to become self-advocates and active citizens, students can make a difference by working with others to solve a problem, and serve as positive role models to peers and younger students with and without disabilities. These action projects would also provide an opportunity for the general public and non-disabled people to learn about the abilities, rather than the disabilities of these students.

A final recommendation is to expand the current ADA curriculum to include other topics and applications. The curriculum developed during this practicum includes four lessons about ADA awareness, and application in housing, employment, and accessibility situations. The ADA is applicable in many more topics and situations. Teachers have been calling for additional lessons applying the ADA in other daily living situations. The curriculum should be expanded to meet this need.

Dissemination

This practicum report will be disseminated to colleagues at the writer's organization. It will also be placed in the ADA Clearinghouse and Teacher Resource Center. The writer will announce the report and place the abstract on NICELNET, the

law-related education forum on the CompuServe information system that the writer co-manages.

A copy of the report will be forwarded to the federal agency funding the project as part of the final report of activities. Teachers and schools who participated as sites during this practicum, those who were involved in the project but not part of the documentation, and other interested educators will be notified about the report and will receive a copy if requested.

The report will be sent to the American Bar Association's (ABA) Special Committee on Youth Education for Citizenship (YEFC) for placement in their National Law-Related Education Resource Center. The writer will also submit a proposal to present this report at the annual Law-Related Education Leadership Seminar hosted by the ABA/YEFC and held in January of each year.

The abstract and a letter will be sent to several key Congressional officials serving on Committees for disability issues, special education and law-related education. The writer has served as a resource to some members of Congress and the letter will serve as an update and informative resource for these officials. Copies of the full report will be sent if requested.

The report will by used to provide documentation of program effectiveness when seeking additional funding from federal and private sources. The report will provide information about the true impact of the program on teachers and students in special education.

The abstract and an information letter will be sent to state law-related education coordinators nation-wide to inform them of the practicum and training model implementation guide. The report, implementation guide and assistance will be provided if requested.

References

Anderson, C. C. (1989). The OJJDP/LRE teacher education effort. LRE Project Exchange, 8, 4-5.

Brown, D. S., Gerber, P. J., Dowdy, C. (1990). Pathways to employment for people with learning disabilities. New York: National Center for Learning Disabilities.

Buzzell, T. (1992, July). Using law-related education to foster social development: Towards a cognitive/structural intervention. Paper prepared for the Juvenile Justice Initiative of the National Training and Dissemination Project for Law-Related Education, Office of Juvenile Justice and Delinquency Prevention, U. S. Department of Justice.

Cogan, J. J. (1989). Citizenship for the 21st century: Observations and reflections. Social Education, 53, 243-245.

Copus, D. (1992, July 24). A healthy limit on the disability Act. The Wall Street Journal, p. A10.

Davis, J. C., III, & Palmer, J. (1992). A strategy for using children's literature to extend the social studies curriculum. The Social Studies, 83, 125-128.

DuBow, S., Geer, S., & Strauss, K. P. Legal rights (4th ed.). Washington, DC: Gallaudet University Press.

Duke, D. L. (1992). How a staff development plan can rescue at-risk students. Educational Leadership, 50, 28-33.

Erickson, M. E. (1987). Dear readers reading beyond the literal. American Annals of the Deaf, 132, 291-294.

Finegan, J. (1987, January). Four-star management. Inc., pp. 42-51.

Gjerdingen, D. & Manning, F. D. (1991). Adolescents with profound hearing impairments in mainstream education: The Clarke model. The Volta Review, 93, 139-148.

Higgins, K. & Boone, R. (1990). Hypertext computer study guides and the social studies achievement of students with learning disabilities, remedial students, and regular education students. Journal of Learning Disabilities, 23, 529-540.

Hoffman, J. A., & Aldir-Hernandez, L. (1992 October 26). ADA may let workers do some jobs at home. The National Law Journal, p. 33.

Horton, S. V., Lovitt, T. C., Givens, A. & Nelson, R. (1989). Teaching social studies to high school students with academic handicaps in a mainstreamed setting: Effects of a computerized study guide. Journal of Learning Disabilities, 22, 102-107.

Horton, S. V., Boone, R. A., & Lovitt, T. C. (1990). Teaching social studies to learning disabled high school students: Effects of a hypertext study guide. British Journal of Educational Technology, 21, 118-131.

Irwin, R. N., & Johnson, D. L. (1992 October 26). Compliance costs are significant. The National Law Journal, pp. 29, 32-33.

Johnson, G., & Hunter, R. M. (1987). Using school-based programs to improve students' citizenship in Colorado. Denver: The Colorado Juvenile Justice and Delinquency Prevention Council.

Leone, P. E., Rutherford, R. B., Jr., & Nelson, C. M. (1991). Special education in juvenile corrections. Reston, VA: Council for Exceptional Children.

Limbrick, E. A., McNaughton, S., & Clay, M. M. (1992). Time engaged in reading. American Annals of the Deaf, 137, 309-314.

Little, T. H. (1989). Law-related education at Michigan State University: A model program. LRE Project Exchange, 8, 6-7.

MacMillan, D. L. (1991). Hidden youth: Dropouts from special education. Reston, VA: Council for Exceptional Children.

Mank, D., Oorthuys, J., Rhodes, L., Sandow, D. & Weyer, T. (1992). Accommodating workers with mental disabilities. Training & Development, 46, 49-52.

Nadler, L. (Ed.). (1984). The handbook of human resource development. New York: John Wiley & Sons.

Nadler, L. (1988). Designing training programs: The Critical Events Model. Reading, MA: Addison-Wesley.

Nelson, C. M., Rutherford, R. B., Jr., & Wolford, B. I. (1987). Special education in the criminal justice system. Columbus, OH: Merrill.

O'Neil, J. (1991, January). Civic education: Schools aim to link knowledge, active lessons in citizenship. Curriculum Update, pp. 2-4, 6.

Reiman, J., Bullis, M., Davis, C., & Cole, A. B. (1991). "Lower-Achieving" deaf people: Overview and case study. The Volta Review, 93, 99-120.

Shaver, J. P. (1992). Rationales for issues-centered social studies education. The Social Studies, 83, 95-99.

Showers, B., Joyce, B., & Bennett, B. (1987). Synthesis of research on staff development: A framework for future study and a state-of-the-art analysis. Educational Leadership, 45, 77-87.

Starkman, P. E. (1992 October 26). Questions confront employers. The National Law Journal, p. 29.

Strassman, B. K. (1992). Deaf adolescents' metacognitive knowledge about school-related reading. American Annals of the Deaf, 137, 326-330.

Wassermann, S. (1992). A case for social studies. Phi Delta Kappan, 73, 793-801.

West, J. (Ed.). (1991). The Americans With Disabilities Act: From policy to practice. New York: Milbank Memorial Fund.

Wood, J. W., Miederhoff, J. W., & Ulschmid, B. (1989). Adapting test construction for mainstreamed social studies students. Social Education, 53, 46-48.

APPENDIX A

LESSON PLAN FORMAT

USING THE ADA

LEGAL LITERACY FOR STUDENTS WITH DISABILITIES

Lesson Plan Format

LESSON NUMBER:

LESSON TOPIC:

TIME NEEDED:

MATERIALS:

LEARNING OBJECTIVES:

LEARNING COMPETENCIES:

Learning Skills:

Critical Thinking Skills:

Cooperative Learning Stratgies:

WORDS TO KNOW:

REVIEW OF PAST LEARNING:

LESSON PRESENTATION:

LESSON DEBRIEF:

APPENDIX B

PRE AND POST TEST SCORES

Pre and Post Test Legal Literacy and ADA Scores
of Secondary Students with Disabilities

Four School Sites
Five Special Education Classes

School	Student	Pre Test Score	Post Test Score	Difference in Scores
#2-South Residential n=5	A	79	98	+19
	B	55	89	+34
	C	41	75	+34
	D	42	92	+50
	E	35	97	+62
#4-Midwest Public n=4	A	45	85	+40
	B	28	53	+25
	C	10	73	+63
	D	58	78	+30
#5-Southwest Public n=19	A	88	106	+18
	B	62	66.5	+3.5
	C	86	103	+17
	D	77	106	+29
	E	80.5	98	+17.5
	F	87	99	+12
	G	87	104	+17
	H	65	96	+31

BEST COPY AVAILABLE

	I	61	74	+13
	J	79	102	+23
	K	88	96	+8
	L	57.5	104	+46.5
	M	70	106	+36
	N	44	56	+12
	O	44.5	49	+4.5
	P	42	39.5	-2.5
	Q	67	84	+17
	R	47	60.5	+13.5
	S	57.5	78	+20.5
#7-South Public-Class 1 n=9	A	76	98	+22
	B	30	85	+55
	C	39	88	+49
	D	39	85	+46
	E	79	98	+19
	F	82	98	+16
	G	33	85	+52
	H	88	98	+10
	I	85	95	+10
Class 2 n=16	A	54	84	+30
	B	45	81	+36
	C	63	91	+28

	D	45	88	+43
	E	54	100	+46
	F	72	81	+9
	G	72	81	+9
	H	50	81	+31
	I	81	84	+3
	J	50	97	+47
	K	72	75	+3
	L	45	41	-4
	M	36	56	+20
	N	63	100	+37
	O	09	47	+38
	P	54	81	+27

N=53

APPENDIX C

TRAINING MODEL IMPLEMENTATION GUIDE

TRAINING MODEL FOR SPECIAL EDUCATION PROFESSIONALS: THE AMERICANS WITH DISABILITIES ACT

IMPLEMENTATION GUIDE

By:

Wanda J. Routier, Program Director

Law-Related Education for Students with Disabilities

National Institute for Citizen Education in the Law

Washington, DC

September, 1993

Table of Contents

Introduction i

Acknowledgments iv

Section 1-Model Overview 1-1

Section 2-Planning the Training Program 2-1A

Resource Document 2-8

Conference Checklist

Section 3-Training Components 3-1

Resource Documents 3-5

Initial Student Questionnaire, What About It?
Student Opinion Sheet
Final Student Questionnaire
Portfolio Charts
Personal Knowledge Inventory
Curriculum Evaluation Form
Final Teacher Questionnaire
Lesson Summary Form
Program Action Plan

Section 4-Teacher Training 4-1

Resource Documents 4-7

Sample Conference Agenda
Sample Conference Evaluation

Section 5-Student Instruction 5-1

Section 6-Program Evaluation 6-1

Section 7-References and Resources 7-1

TRAINING MODEL FOR SPECIAL EDUCATION PROFESSIONALS: IMPLEMENTATION GUIDE

Introduction

Students with disabilities have before them an opportunity never before available to people with disabilities. The enactment of the Americans with Disabilities Act (ADA) has opened doors and provided new opportunities in all aspects of life for people with disabilities. As the ADA is enforced, business owners, consumers who are disabled or not, and government officials will learn from each other. The world is becoming accessible and the ADA has served as a catalyst for the move toward full inclusion of people with disabilities in every day activities.

Since the enactment of the ADA in 1990, there has been a great deal of education and training for business and industry to bring them up to speed and ensure compliance. The thrust of this education and training has been to avoid complaints and law suits based on non-compliance in areas such as building or services accessibility, or employment.

A very important consumer group which has been forgotten in ADA education and training programs has been school age students with disabilities. Business and industry have trained their companies. Disability organizations have provided information to adult members. Information, however, generally has not reached school age students.

Why should students with disabilities learn about the ADA? The answer is simple. They are the ones who will be recipients of the greatest number of opportunities as a result of the ADA. Students who are now in school will graduate with employment, housing, recreation, and consumer opportunities never before available to people with disabilities. It is imperative they know their *rights and responsibilities* under the ADA. If they know what to expect, what accommodations

they are entitled to, what services they can receive and what to do if they are denied access to a public place, they will truly be entering the adult world as educated, informed citizens.

Who is going to teach students about the ADA? From the education perspective, people across the country have answered that special education professionals are in the best position to teach students about the ADA. The only concern, was that there were no training programs, curriculum, materials or resources for teachers or students that were appropriate for use in schools.

This training model was developed to fill that need. The program of law-related education for students with disabilities has been implemented nationally for four years by the National Institute for Citizen Education in the Law in Washington, DC. Special education professionals in public and residential schools, and juvenile justice facilities have participated in the program and teach practical law to students in settings ranging from inclusionary, mainstreamed, self-contained, resource and regular education classes. Students participating in the program are identified with learning, hearing, vision, emotional, behavioral, physical, communication, developmental, cognitive or other disabilities. Teachers represent more than 30 schools in 13 states.

Teachers who participated in the initial ADA training program embraced it because of its professional resources, ease of use, and meaning for their students. Teachers report that students are engaged in the lessons and often request additional activities to further the original topic of study. Teachers have guided students as they impact the world around them by educating the school and community about the ADA and the need for accessibility and compliance. When students become their own advocates, school and community officials often join in partnership with students to work on solutions in a non-adversarial manner.

When students learn their rights and responsibilities under the law, they will be empowered to become fully mainstreamed into society as educated, informed, and

active citizens. They also become self advocates and learn where to go and who to contact when they need to remedy a situation.

Teachers in the secondary school rarely have time to pursue outside areas of interest or need such as legal issues. This training program provides professional training in the areas of education and disability law. Legal concepts that relate to students and teachers, and the ADA are included in training sessions. Teachers find the materials assist them in developing IEP's and transition plans for students. Lesson format includes a materials list, objectives, lesson procedures, reproducible student handouts, and a list of learning competencies that many teachers use as IEP objectives.

It has been said that training is what we learn that is related to our present job and education is what we learn that is related to a future for which we are being prepared (Nadler, 1988). This training model provides training for teachers and education for students. Nadler (1988) also says that we teach others but learn ourselves. Teachers who participate in this training program both learn and teach about the law, the ADA, and law-related education strategies and methodologies.

It is hoped this Implementation Guide for the Training Model for Special Education Professionals is useful in replicating a similar training program in your area. It is expected that Training Model components may need to be revised to meet the individual needs of teachers and students in your area, something special education professionals are adept at accomplishing. A few student characteristics worth considering for revision include the student's disability; accommodations required; gender; age and maturity level; reading and language level; ethnicity; urban, suburban or rural setting; classroom setting-self contained, resource, regular education inclusion; and school and community resources.

Resources and assistance from the writer are always available.

ACKNOWLEDGMENTS

The program has been successful because of the active participation of special education professionals across the country. Their participation, comments, implementation, excitement and enthusiasm are greatly appreciated. Without their overwhelmingly positive response, this project would not have been possible.

Copyright of this work is held by the Law-Related Education Program for Students with Disabilities at the National Institute for Citizen Education in the Law, Washington, DC. September, 1993.

Section 1

MODEL OVERVIEW

I. **GOAL:** To develop a teacher training model that can be replicated in schools and other settings, giving special education professionals the background, understanding, materials, and support necessary to teach students with disabilities legal literacy skills about their rights, responsibilities and opportunities under the Americans with Disabilities Act (ADA).

II. **OBJECTIVES:**

As a result of this training program special education professionals will:

A. Receive technical training on the ADA.

B. Apply and adapt ADA concepts and facts to levels appropriate for secondary level students with disabilities.

C. Enhance their capacity to teach legal topics helping students to reach their fullest potential as legally literate citizens.

D. Experience effective law-related education teaching methods and strategies to use in the classroom.

E. Be introduced to the ADA and law-related, high interest/low reading level curricula and materials appropriate for secondary level students with disabilities.

III. **TRAINING MODEL STRATEGIES:**

A. Collaboration and networking with teachers.

B. Communication and networking with disability and legal

experts.

C. Appropriate materials and curricula including classroom use of cooperative learning and critical thinking strategies, and community resource persons.

D. Effective teacher training using expert and peer trainers.

E. Use of the ADA Clearinghouse and Teacher Resource Center.

F. Technical support and assistance to teachers.

G. Possible site visits by staff of the Law-Related Education Program for Students with Disabilities.

WHAT SPECIAL EDUCATION PROFESSIONALS ARE SAYING ABOUT THE ADA TRAINING PROGRAM . . .

I want to be in a teacher training program on the ADA. This would provide me with the knowledge and resources needed to disseminate information about the ADA to teachers and administration. This would become a personal and professional goal for me.

Teacher, Oklahoma

The quality of the curriculum and the presenters made an impact on me right off the bat. Quality all the way.

Teacher, Florida

Each One-Teach One was really neat! I will use this technique in my classroom.

Teacher, South Carolina

This will be great to use to train staff members.

Curriculum Specialist, Virginia

Fabulous! Great Materials! Excellent! My awareness has certainly been highlighted. Thanks!

Counselor, Florida

The curriculum was absolutely excellent and the reading level was good. The lessons were very relevant to high school students' lives. The lessons were fun for everyone including the teachers.

Teacher, Washington, DC

I like the lesson format-I feel the information is very valuable and important for transitioning students.

Program Coordinator, New York

The Program Showcase was one of the best parts of the program! What a force of special students we are sending out into our society.

Teacher, Iowa

A valuable introduction to portfolio use as a great teaching tool.

Teacher, South Carolina

Great to review and receive the ADA lessons. Materials and information surely helped me with my teaching and motivation. Thanks!

Teacher, Virginia

Every part of the conference was wonderful, inspiring and educational to raise the quality of life for the future.

Program Coordinator, Maryland

The ADA does alot more than I thought it did!

Teacher, Louisiana

The Program Showcase was excellent. I learned a great deal. The enthusiasm shown by all presentations certainly illustrated the fantastic impact of LRE. In listening to presenters from all over the country it was obvious that many of us share in the same struggles as well as successes.

Teacher, Pennsylvania

The training was excellent. Everything that was presented was valuable. The interaction with other participants was wonderful. The presenters were outstanding in the presentation of the subject matter.

School Administrator, Oklahoma

The information is invaluable. Wish it could be required for every student in special education.

Peer Facilitator, Florida

Seeing all of the other teachers at the training conference and learning what else is out there helped alot.

Teacher, Louisiana

My students need to know their rights and responsibilities under the ADA and how to guarantee their rights are met.

Teacher, Pennsylvania

I will teach my students ADA information to help them become smart consumers and self-advocates.

Teacher, Iowa

Thanks! I have really enjoyed being a part of your program.

Teacher, Virginia

WHAT STUDENTS SAYING ABOUT THE ADA LEGAL LITERACY PROGRAM . . .

I enjoyed all the activities. I want my friends to come too.
Student, Massachusetts

We learned about the ADA and the Relay System and made books for other kids.
Student, Iowa

My favorite activity was the mock trial. I made the gavel in shop and my teacher said I could be the judge.
Student, Oklahoma

I discovered the difference between real life court and TV court.
Student, Louisiana

My favorite activity was the mock trail because it was exciting and I learned something new. Maybe someday it can happen to you. You never know!
Student, Virginia

I discovered that Relay can let me talk with another person who doesn't have any TTY or TDD.
Student, Iowa

We get to learn more about the ADA when school starts again.
Student, Oklahoma

The ADA says disabled people can do work in advanced jobs.
Student, Virginia

I discovered that the ADA protects us from being discriminated.
Student, Iowa

The ADA can be fun to learn about.
Student, Oklahoma

The ADA helps people to have more independence.
Student, Virginia

We made an ADA bulletin board and learned there are new buses for wheelchairs.
Student, Iowa

The ADA gives equal job opportunity.
Student, Virginia

Planning the Training Program

Planning Steps

(Adapted from the Critical Events Model, Leonard Nadler, 1984, 1988)

Training Model Goal

To develop a teacher training model giving special education professionals the background, understanding, materials, and support necessary to teach students with disabilities legal literacy skills about their rights, responsibilities and opportunities under the Americans with Disabilities Act of 1990.

↓

Step 1

Identify What Needs to Change

↓

Step 2

Identify Specific Needs of Teachers

↓

Step 3

Determine Training Objectives

↓

Step 4

Develop Curriculum for the Training

↓

Step 5

Select Training Methods and Materials

↓

Step 6

Collect Training Materials

↓

Step 7

Conduct the Training

BEST COPY AVAILABLE

Section 2

Planning the Training Program

(Adapted from the Critical Events Model, Leonard Nadler, 1984, 1988)

Training Model Goal: To develop a teacher training model giving special education professionals the background, understanding, materials, and support necessary to teach students with disabilities legal literacy skills about their rights, responsibilities and opportunities under the Americans with Disabilities Act (ADA).

Step 1 Identify what needs to change.

Objective: As a result of this step, a decision will be made as to the need for ADA training.

Actions:

1. Determine if teachers are trained about the ADA.
2. If not, decide if the lack of training needs to change and if a training program needs to be implemented.

Evaluation: Consider the following questions when evaluating this step.

1. Do teachers need to know about the ADA?
2. Do students need to learn about the ADA?
3. Do you have ADA training resources and an ADA student curriculum?

Step 2 Identify the specific needs of teachers and those attending the training.

Objective: As a result of this step, teacher needs will be identified.

Actions:

1. Identify participants who will attend the training conference.
2. Announce the training conference if necessary. Be sure to include a statement regarding ADA accommodations on the announcement and registration form (example: Please indicate if accommodations are required for ADA compliance).

Note: If you list a telephone number, be sure to include a text telephone number or the number for the state relay service in order to comply with the accessibility component of the ADA.

3. Survey teachers and those attending the training to identify areas of need relating to the ADA. Distribute, collect, and review the Personal Knowledge Inventory (PKI).

4. Compile data from the PKI into topics of need and deficiencies expressed by teachers.

5. Be sure to differentiate between needs and wants. According to Nadler (1988), a *need* is " . . . the difference between a goal (or what is expected) and what actually exists." *Wants* are things people ask for, not necessarily related to doing their job, in this case, teaching. An example of a want might be supplemental texts to enhance the resources of the classroom. An example of a need might be to learn what the five titles of the ADA require.

Evaluation: Consider the following questions when evaluating this step.

1. Have you identified specific needs of participants?

2. Are the needs important enough to warrant a training program?

Step 3 Determine the training objectives based on the training model and teacher needs.

Objective: As a result of this step, training objectives will be identified.

Action:

1. Consider the three domains of learning when developing objectives and include activities using all three domains.
   a. Knowledge = Cognitive skills
   b. Skills = Psychomotor skills
   c. Attitudes = Affective skills

2. Include activities that use both learning and performance.
   a. Learning = the process of *acquiring* new knowledge, skills, or attitudes.
   b. Performance = *using* the knowledge, skill, or attitude (Nadler, 1988).

3. Write objectives using the following components:
   a. Performance, or what participants will be able to do by the

end of the training.
(As a result of this session participants will name the five titles of the ADA).

b. Condition or environment under which the performance will take place.
(In cooperative, small groups, participants will analyze each title of the ADA).

c. Criterion, or what you will accept for performance.
(All groups will teach the class three facts about their assigned ADA title.)

Evaluation: Consider the following questions when evaluating this step.

1. Are the objectives satisfactory?

2. Are teacher needs identified in step two reflected in the objectives?

3. Are the objectives prioritized in the proper order?

4. Will meeting the objectives enable you to meet the program goal?

5. What happens if an objective is not met?

Step 4 Develop curriculum for training.

Objective: As a result of this step, training topics will be identified and prioritized based on objectives from step three.

Action:

1. Using the objectives from step three, plus materials in this training program, make a list of topics to be presented in order to meet training objectives.

2. Prioritize the topics and draft the training agenda.

3. Develop the conference evaluation instrument so each session and the entire conference can be evaluated by participants.

Evaluation: Consider the following questions when evaluating this step.

1. Do the topics meet the objectives in step three?

2. Will the topics meet the needs of participants?

3. Do you have in-house or outside personnel to conduct the training

on each topic?

Step 5 Select the training methods and materials.

Objective: As a result of this step, instructional methods, strategies and materials will be selected.

Action:

1. Select materials to be used when teaching each topic. Use only the latest, most relevant materials.

2. Select appropriate methods and strategies for each lesson topic. Vary strategies to use as many law related education (LRE) methods as possible. In other words, do not use only case studies. Inject role plays, brainstorming, small group work, etc. into training sessions. Use as many interactive and participatory strategies as possible.

Evaluation: Consider the following questions when evaluating this step.

1. Do the materials match the training topics?

2. Do the instructional methods and strategies call for active participation by participants?

3. Do the materials address the needs of the participants identified in step two?

4. Will using the materials meet the objectives stated in step three?

5. Will teachers be able to replicate the lesson and instructional methods and strategies with their students?

Step 6 Collect Training Materials

Objective: As a result of this step, all materials for the training will be collected, duplicated, collated and prepared for the training.

Action:

1. Schedule training site. Be sure to schedule enough rooms for the entire training conference. Multiple rooms may be necessary. Use an estimate or registration figures to determine the number of participants.

2. Schedule refreshments for morning and afternoon breaks, and lunch if necessary.

3. Schedule all audio visual equipment. This includes: overhead projector, VCR, flip charts, slide projectors, etc.

4. Schedule ADA accommodations as requested by participants. This may includes sign language or oral interpreters, accessible facilities, specialized materials (such as large print or Braille), etc.

5. Schedule session presenters and keynote speaker.

6. From step 5, identify the lessons you will be using.

7. Collect all materials related to the lesson including student handouts, resource lists, etc.

8. Duplicate enough copies of the agenda, materials and evaluation for all participants plus extra copies.

9. When duplicating handouts, be sure you have handouts to use during the training that participants can write on, plus a clean copy for them to duplicate and use later in their classroom. The clean copy can be included in a copy of the whole lesson, or distributed by itself.

10. If you are using many handouts, it is sometimes effective to use colored paper to differentiate between handouts. Be aware that for some participants with disabilities, colored paper may be difficult to read, and white paper may be necessary. Be sure to check with participants about ADA accommodations needed to attend your training. You may need to have materials made in large print, Braille, or other medium to provide accessibility.

11. Collate materials and compile the training binder or folder. Organize all handouts by session and topic. It is often helpful to place handouts in large brown envelopes with the title of the handout and the session topic on the front. These can then be placed in the appropriate room when delivering training materials.

12. If you are using community resource persons, be sure to contact them and review their role in the training. Send them lesson materials and collect and duplicate their handouts for each session. This includes keynote speakers.

13. Make the necessary transparencies, flip charts, or other media to be used during each session. Remember that if participants can look up at a screen or flip chart to see what you are referring to, they tend to be more attentive. If they must look to their desk to

refer to a handout, they can easily tune you out. Participants with disabilities may need to refer to the transparency rather than reading a page of text.

14. Place transparencies in the envelopes with the handouts so they are delivered to the correct room. It is useful to put transparencies in three ring plastic sheet protectors for later insertion in a three ring binder. That way all transparencies can be kept, categorized and used again.

15. Deliver all materials to the training site and place in the proper rooms.

Evaluation: Consider the following questions when evaluating this step.

1. Do you have the resources to accomplish all the tasks in this step?

2. Will the scheduled facilities be available, acceptable and comfortable for the training conference? Have you seen the facilities?

3. Is conference registration complete?

4. If you are doing a walk-in registration, are preparations in place for materials, ADA accommodations, and seating?

5. Are presenters scheduled for each session?

6. Will the topics, materials and presenters meet the needs of participants stated in step two, and meet the objectives stated in step three?

7. Have you arranged for all requested ADA accommodations?

Step 7 Conduct the training conference.

Objective: As a result of this step, the training conference will be conducted.

Action:

1. Arrive early on the conference day to ensure everything has been delivered to the correct place.

2. Post signs around the building instructing participants to the registration and workshop areas.

3. Conduct registration and direct participants to the correct rooms.

4. Evaluate the training during breaks and assess its effectiveness. If alterations are necessary, make them as needed. (Example: Is more time needed for questions and discussion? Are participants as informed as you expected?)

5. Provide time at the end for participants to complete the conference evaluation. Inform participants where to leave the evaluation.

Evaluation: Consider the following questions when evaluating this step.

1. Did the training conference go smoothly?

2. Did the participants respond favorably to workshop topics and conference design?

3. Has the conference met the needs of participants identified in step two?

4. Has the conference met the objectives identified in step three?

5. Is there a need to repeat this training conference?

6. If so, who will be the audience, and will modifications be necessary?

7. What would you delete from this conference in future conferences?

8. What would you repeat from this conference in future conferences?

RESOURCE DOCUMENTS

Conference Checklist

CONFERENCE CHECKLIST

CONFERENCE TITLE:

DATE:

PROGRAM DIRECTOR:

OK?	DATE	TASK	STAFF
		Determine potential attendance	
		Determine number of hotel rooms needed	
		Determine number of meeting rooms needed	
		Review program plans with staff	
		Select meeting site	
		Select hotel	
		Prepare mailing list	
		Prepare 1st announcement/invitation for potential participants	
		Mail first announcement - include absolute confirmation for hotel space	
		Reserve hotel rooms	
		Establish master account with hotel finance office	
		Review PR plans with PR director	
		Follow-up calls for airline reservations	
		Call travel agent	
		Confirm airline reservations	
		Outline PR plan	
		Reserve meeting rooms	
		Arrange for interpreters	
		Prepare conference info letter for advisory board members	
		Mail conference info letter for advisory board members	
		Prepare sign-up sheet	
		Give sign-up sheet to secretary for phone registration	
		Outline agenda	
		Select possible resource people/speakers	
		Contact potential speakers	
		Prepare maps of site location	
		Prepare 2nd mailing/reminder - inc. hotel info, directions, draft agenda	

		Prepare other visitor info for binders	
		Prepare reimbursement forms, instructions for their use, and return envelopes	
		Determine binder contents	
		Collect masters of binder contents	
		Supervise Xeroxing of binder materials	
		Stuff binders/folders	
		Prepare letter of welcome for participants	
		Confirm arrangements in writing	
		Prepare press release	
		Prepare press kit	
		Prepare final participant reminder	
		Mail final reminder	
		Prepare registration form/sign-up sheet	
		Collect materials for resource table	
		Arrange for any special needs (transportation, special meals, etc.)	
		Make badges	
		Confirm speakers	
		Determine decorations	
		Confirm final site arrangements	
		Arrange for registration personnel	
	DAY OF EVENT		
		Deliver supplies, binders, etc. to site	
		Supervise catering	
		Distribute and collect evaluations	
	AFTER		
		Bills	
		Reimbursements	
		Prepare thank you letters for speakers	
		Mail letters	
		Review evaluation results	
		Critique conference	

		Mail 2nd reminder	
		Check supplies	
		<u>ORDER:</u> Registration tables	
		Flipchart easels	
		Books	
		Binders/folders	
		Interpreters	
		Other supplies: Flipchart paper	
		Markers	
		Tape	
		Badges	
		Stipend forms	
		Etc.	
		Inspect session rooms	
		Confirm rooms	
		<u>ORDER FOOD:</u> Coffee/Donuts	
		Lunch	
		Order tables/chairs if necessary	
		Determine exhibit locations	
		Prepare building maps for room locations	
		Make signs	
		Prepare confirmation letter for speakers/resource people	
		Mail confirmation letter	
		Finalize PR plan	
		Finalize agenda	
		Prepare evaluation form	
		Confirm interpreters	
		Prepare participant list	
		Order assisted listening devices, if necessary	
		Order AV equipment	
		Order lecterns/microphones	
		Prepare restaurant list for binders	

Section 3

TRAINING COMPONENTS

A. Five Strategies for Successful Training (Adapted from Showers, Joyce & Bennett)

1. Initial presentation or description of the skills to be learned. Use interactive, participatory methods that engage the audience.
2. Modeling or demonstration of the learned skills. Modeling of lessons teachers are going to teach allows them to see and experience the lesson as will their students. Follow the lesson plan and act as the teacher so participants get a feel for the lesson.
3. Participant practice of the skills. Give participants the opportunity to use the skills they've learned. They should work in small groups, report to the entire group, peer teach, make a forced decision, or any other strategy in the lesson that requires them to use the skills they are learning.
4. Give feedback to the participants about their performance of the skills. Always provide positive comments about their work and discuss what could be improved. Ask participants to identify strengths and weaknesses and areas of improvement from their experience.
5. Coach participants to influence future application of skills. Provide support and suggestions to participants to enable them to actually use the skills they have just learned.

B. Initial Preparation

1. Site, school and teacher selection.
2. Identify teacher knowledge of and perceived needs for teaching

about the ADA using the Personal Knowledge Inventory (PKI).

C. Initial Training of teachers and site participants at a two and one half day professional training conference. Topics include:

1. ADA awareness.
2. ADA student curriculum.
3. ADA instruction implementation.

D. Preliminary Student Instructional Activities

1. Informal student survey of ADA knowledge.
2. Administer pretest to students.

E. Implementation of Student Instruction

1. ADA Instruction.
   a. Initial student survey of ADA knowledge: "What About It?"
   b. ADA awareness.
      1. Name of the Act.
      2. Date of Act signing and who signed it.
      3. Five titles of the Act.
      4. Other basic ADA facts.
   c. Accessibility in daily life.
   d. Housing and the ADA.
   e. Employment and the ADA.
   f. Other topics as necessary, self-selected by teachers.
   g. Student Opinion Sheets completed after visits by community resource persons, field trips and selected lesson activities.
   h. Final Student Questionnaire.
2. Student Portfolios
   a. Introduction to portfolio assessment and the portfolio presentation.

b. Collection of portfolio items.

c. Portfolio presentations.

3. Teacher Portfolios

a. Gather items for an ADA portfolio.

b. Portfolio summary at Follow-Up Training Conference.

c. ADA Resource Packet development by program staff from select items in teacher portfolios.

4. Teacher Networking.

5. Support from the ADA Clearinghouse and Teacher Resource Center.

F. Site Visits

1. Provide technical assistance to teachers.

2. Provide school or department-wide inservice training.

G. Follow-Up Training of Teachers at a two and one half day professional training conference. Topics include:

1. ADA training workshops.

2. Program Showcase by teachers.

3. Develop Program Action Plan (PAP).

H. Evaluation

1. Teacher evaluation of the program.

a. Teacher Questionnaire about the ADA, training model and curriculum effectiveness.

b. Summaries or lesson plans showing how lessons were used.

c. Program Action Plan.

d. Review and update of PKI.

e. Teacher interview about ADA knowledge.

f. Curriculum evaluation form.

2. Student evaluation of the program.

   a. Student questionnaire.

   b. Post-test.

RESOURCE DOCUMENTS

Initial Student Questionnaire, What About It?

Student Opinion Sheet

Final Student Questionnaire

Portfolio Charts

Personal Knowledge Inventory

Curriculum Evaluation Form

Final Teacher Questionnaire

Lesson Summary Form

Program Action Plan

INITIAL STUDENT QUESTIONNAIRE
WHAT ABOUT IT?

Please answer the following questions. You do not need to write your name. Other students from across the country are also doing this survey. Your information will be put together with theirs to find out what high school students know about laws. Thank you very much!

1. Date:_____

2. School name:_____

3. School city and state:_____

4. Who is your teacher?_____

5. What grade are you in? 7 8 9 10 11 12

6. Do you plan to graduate high school? YES NO

7. What do you want to do when you get out of high school?_____

_____

8. Have you ever heard of the Americans with Disabilities Act, also known as the ADA?

YES NO

If yes, where did you learn about the ADA?_____

What do you know about it?_____

_____

9. Did you know there is a law protecting the rights of people with disabilities?

YES NO

If yes, what is the name of the law?_____

What do you know about the law?_____

STUDENT OPINION SHEET

This is my opinion about a: (circle one)
RESOURCE PERSON FIELD TRIP LESSON TOPIC

Date of event:_____ Topic or trip site:_____

Name of Resource Person:_____

~~~~~~

Please write a short summary of the class session with the resource person, the field trip, or the unit you studied.

~~~~~~

I discovered . . .

I was surprised to learn . . .

I was disappointed to learn . . .

The most interesting thing I learned was . . .

I would improve this by . . .

FINAL
STUDENT QUESTIONNAIRE

Please read the following questions. Write a short answer giving your comments. There are no right or wrong answers. Your comments will be added to comments from students around the country. Thanks!

School Name: _____

State: _____

1. **Did you like the classes when you talked about the law?**

   YES **NO**

2. **List some law topics you talked about in class.**

_____

_____

_____

3. What was your <u>favorite</u> law activity?

_____

_____

_____

4. What was your <u>least favorite</u> law activity?

_____

_____

_____

5. **What would you do to improve law classes?**

_____

_____

_____

6. **Did you learn about the ADA, the Americans with Disabilities Act?**

YES **NO**

7. **If yes, tell what you learned.**

   a. **What does ADA stand for?** _____

   b. **Who signed the ADA?** _____

   c. **When was it signed?** _____

   d. **What are the 4 Titles or parts of the ADA?**

      Title 1 _____

      Title 2 _____

      Title 3 _____

      Title 4 _____

   e. **List other things you know about the ADA.**

      _____

      _____

      _____

SAMPLE **PORTFOLIO CRITERIA CHART** SAMPLE

Directions:

WHO	All students.
WHAT	Collect materials in your portfolio about issues in the Constitution and Bill of Rights. Things like: * newspaper or magazine articles * books or stories * journals or things you write * cartoons or advertisements * TV or radio news reports * artwork/drawings * interviews * songs * skits or role-plays * TV shows (videotape * other things you want to collect * BE CREATIVE!!
WHY	To show the different meanings, interpretations and influences the Constitution and Bill of Rights has had on the U.S.A., society and/or individual people. *Everything you include must be related to the Constitution and the Bill of Rights.* Be prepared to tell how it is related and why you included it.
WHERE	Give a presentation of your portfolio to your class. You will be videotaped.
HOW	Choose the grade you want to receive and include in your portfolio and presentation, everything listed for that grade. Use the portfolio chart to show your progress.
WHEN	The date of my portfolio presentation is _____.

***NOTE**: YOU MAY NOT SUBSTITUTE ITEMS WITHOUT SPECIAL PERMISSION FROM YOUR TEACHER.*

PORTFOLIO CRITERIA CHART - GRADES

Decide which grade you want to receive. Make sure you include everything listed here in your portfolio and presentation.
I choose grade _____.

FOR GRADE A	
For each item, you must say how the item is related to the Constitution and/or Bill of Rights.	
Item 1	Portfolio presentation is longer than 5 minutes.
Item 2	At least 6 newspaper and/or magazine articles. Include the article and a written and oral summary of the article and why it is related to the Constitution and/or Bill of Rights.
Item 3	At least 4 TV or radio news stories. Include: * name of reporter, channel and station * date and time of broadcast * summary of the story and why it is related to the Constitution and/or Bill of Rights.
Item 4	At least 4 works you do yourself (writing, art, etc.). Include why it is related to the Constitution and/or Bill of Rights.
Item 5	At least 4 cartoons or advertisements about Constitutional issues. Include why it is related to the Constitution and/or Bill of Rights.
Item 6	At least 5 other things that you want to include telling why they are related to the Constitution and/or Bill of Rights.

FOR GRADE B	
For each item, you must say how the item is related to the Constitution and/or Bill of Rights.	
Item 1	Portfolio presentation is 5 minutes long.
Item 2	At least 5 newspaper and/or magazine articles. Include the article and a written and oral summary of the article and why it is related to the Constitution and/or Bill of Rights.
Item 3	At least 3 TV or radio news stories. Include: * name of reporter, channel and station * date and time of broadcast * summary of the story and why it is related to the Constitution and/or Bill of Rights.
Item 4	At least 3 works you do yourself (writing, art, etc.). Include why it is related to the Constitution and/or Bill of Rights.
Item 5	At least 3 cartoons or advertisements about Constitutional issues. Include why it is related to the Constitution and/or Bill of Rights.
Item 6	At least 4 other things that you want to include telling why they are related to the Constitution and/or Bill of Rights.

FOR GRADE C	
For each item, you must say how the item is related to the Constitution and/or Bill of Rights.	
Item 1	Portfolio presentation is 5 minutes long.
Item 2	At least 4 newspaper and/or magazine articles. Include the article and a written and oral summary of the article and why it is related to the Constitution and/or Bill of Rights.
Item 3	At least 2 TV or radio news stories. Include: * name of reporter, channel and station * date and time of broadcast * summary of the story and why it is related to the Constitution and/or Bill of Rights.
Item 4	At least 2 works you do yourself (writing, art, etc.). Include why it is related to the Constitution and/or Bill of Rights.
Item 5	At least 2 cartoons or advertisements about Constitutional issues. Include why it is related to the Constitution and/or Bill of Rights.
Item 6	At least 3 other things that you want to include telling why they are related to the Constitution and/or Bill of Rights.

FOR GRADE D

For each item, you must say how the item is related to the Constitution and/or Bill of Rights.

Item 1	Portfolio presentation is less than 5 minutes long.
Item 2	At least 3 newspaper and/or magazine articles. Include the article and a written and oral summary of the article and why it is related to the Constitution and/or Bill of Rights.
Item 3	At least 1 TV or radio news stories. Include: * name of reporter, channel and station * date and time of broadcast * summary of the story and why it is related to the Constitution and/or Bill of Rights.
Item 4	At least 1 work you do yourself (writing, art, etc.). Include why it is related to the Constitution and/or Bill of Rights.
Item 5	At least 1 cartoon or advertisement about a Constitutional issue. Include why it is related to the Constitution and/or Bill of Rights.
Item 6	At least 2 other things that you want to include telling why they are related to the Constitution and/or Bill of Rights.

FOR FAILING GRADE

No portfolio and no portfolio presentation.

SAMPLE

STUDENT PORTFOLIO CHART

SAMPLE

NAME _____ GRADE CHOSEN _____

PRESENTATION DATE _____ GRADE RECEIVED _____

ITEMS	WEEK								COMMENTS	C	P
	1	2	3	4	5	6	7	8			
A											
1. Pres. over 5 mins.											
2. 6-news articles											
3. 4-TV/radio stories											
4. 4-your work											
5. 4-cartoons/ads											
6. 5-other items											
B											
1. Pres. 5 mins.											
2. 5-news articles											
3. 3-TV/radio stories											
4. 3-your work											
5. 3-cartoons/ads											
6. 4-other items											
C											
1. 5 mins.											
2. 4-news articles											
3. 2-TV/radio stories											
4. 2-your work											
5. 2-cartoons/ads											
6. 3-other items											

Pres. = Presentation
C = Collected
P = Presented

ITEMS	WEEK								COMMENTS	C	P
	1	2	3	4	5	6	7	8			
D											
1. Pres. less than 5 mins.											
2. 3-news articles											
3. 1-TV/radio story											
4. 1-your work											
5. 1-cartoon/ad											
6. 2-other items											
Fail = No portfolio											
No presentation											

Pres. = Presentation
C = Collected
P = Presented

PERSONAL KNOWLEDGE INVENTORY
THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)

Name:_____School:_____

Position:_____Address:_____

Exceptionality/Setting:_____Phone/Fax:_____

Please select or write the response that best describes how you feel about each statement or question. Answers using the scale from 1-5 indicate: 1=strongly disagree, to 5=strongly agree. Your comments will be helpful to determine future program needs.

1. **How much do you know about the ADA?**

   a. A great deal. b. Quite a bit. c. A little. d. Very little e. Nothing.

2. **Where did you learn this information?**

3. **It is important for me as an educator to know about the ADA.**

   1 2 3 4 5

4. **It is important for my students to know about the ADA.**

   1 2 3 4 5

5. **I already teach about the ADA and have resources available to me and my class.**

   1 2 3 4 5

6. **I would teach about the ADA if I had lesson plans, resources and information.**

   1 2 3 4 5

7. **What do you need in order to teach about the ADA?**

8. **What do your students need to know about the ADA?**

9. **How do you envision using the ADA in your classroom?**

10. **Other comments (use reverse for more room):**

I would / would not be willing to participate in a teacher training project on the ADA.

CURRICULUM EVALUATION FORM

In an attempt to make this curriculum more useful to you and relevant to your students' needs, please complete this questionnaire and return to:

Curriculum Unit: ADA **Lesson Number**_____

Lesson Topic_____

1. **Was the lesson useful to your students? Did they participate?**

2. **Were lesson presentation instructions explained adequately? Please be specific.**

3. **Did you have enough background information to carry out the lesson? Please be specific.**

4. **Did you use a resource person with the lesson? How did it work?**

5. **What were the strengths and weaknesses of the lesson? Do you recommend any changes? Please be specific.**

Thank you for taking the time to complete this evaluation. Your comments will help improve this curriculum.

FINAL TEACHER QUESTIONNAIRE
LAW-RELATED EDUCATION FOR STUDENTS WITH DISABILITIES

Name:_____ School:_____

City:_____ State:_____

==========

Please respond to the following questions. Your comments will be helpful in determining program effectiveness and future program needs. Short answers are fine. Use the back if you need more room. Thanks...Your comments really do make a difference!

1. What are some strengths of the training you received?

2. What are some weaknesses of the training you received?

3. What suggestions do you have for improving the training for special educators?

4. Which curriculum did you use?

5. Was the curriculum effective in educating your students? Yes No
   Why or why not?

6. How much do you know about the ADA?

   a. A great deal b. Quite a bit c. A little d. Very little e. Nothing

7. Has your ADA knowledge changed since you began participating in this program?

   a. Improved significantly b. Improved a little c. No change

8. What is the most significant thing about the ADA you learned this year by participating in this program?

9. What ADA topic or issue would you like to know more about?

10. Did you teach about the ADA during this school year? Yes No

11. Will you teach about the ADA next school year? Yes No

12. At this point, what do you need in order to teach about the ADA?

13. What is the most significant legal topic or issue you learned this year by participating in this training program?

14. What legal topic or issue would you like to know more about?

15. At this point, what do you need in order to teach about legal topics?

16. Other comments you have about the law-related education program for students with disabilities.

LESSON SUMMARY FORM

A summary of lesson activities is needed to document and evaluate curriculum use. Either circle or write information in response to the following questions and statements. If you have lesson plans (other than ours) you used you may send a copy in lieu of writing a description of the lesson. Use the back for more space.

==========

Your Name_____ Date_____

School_____ Exceptionality_____

1. Which curriculum did you use?

2. Which units did you use? Please list.

Unit	Title	Curriculum

3. Which lessons did you use? Please list.

Lesson Number	Lesson Title	Curriculum

4. Did you teach any information about the ADA?

YES NO

5. If so, what information did you teach?

   a. What ADA stands for.

   b. When the ADA was signed.

   c. Who signed the ADA.

   d. What the 5 titles or parts of the ADA are about (employment, public accommodations, telecommunications, etc.).

   e. Who the ADA protects.

   f. Other. Please describe.

6. If you taught ADA information, how did you present it?

   a. Infused in a lesson or classroom activities. Describe.

   b. Stand alone lesson. Describe.

7. Did you teach one, more than one, or part of a lesson about housing, employment, or accessibility mentioning the ADA? If so, please describe.

   YES NO

   Lesson topic:

The lesson was from:

Lesson strategies:

What ADA information was presented or discussed?

8. Did you take any ADA related field trips or hear from an ADA resource person?

YES NO

If yes, please describe.

9. Did you take any field trips or hear from a resource person about topics other than the ADA?

YES NO

If yes, please describe.

10. What were student comments about the ADA?

11. What were student comments about other lessons and topics?

12. What are your comments about the curriculum you used?

13. What other information do you need to teach about the ADA or other law-related topics to enhance your classes and/or your personal background knowledge?

LEGAL LITERACY EDUCATION FOR STUDENTS WITH DISABILITIES PROGRAM ACTION PLAN OUTLINE

I. Program Needs.

A. Consider your students.

1. Specific learning need.
2. Specific legal literacy needs.
3. Interests and abilities.
4. Problems that need to be addressed in class.

B. Consider resources and ideas you may use in class.

1. Outside resource persons.
2. Cooperative learning strategies.
3. Skill building in content area.
4. Field trips.
5. School resources.
   a. School personnel.
   b. Texts, books, films, computer programs, etc.

II. The Curriculum.

A. Consider where the lessons will "fit" in your curriculum.

1. Regular curriculum.
2. IEP goals and objectives.

B. Needs of students.

1. What specific needs do your students have in this topic area?
2. What lesson topics will meet student needs?

C. Lesson implementation timeframe.

III. Curriculum Infusion.

A. Consider infusion of lessons in regular curriculum.

B. Challenge student participation in ADA awareness in community and school.

C. List resources available to assist in curriculum infusion.

1. Outside resource persons.
2. Cooperative learning strategies.
3. Skill building in content area.
4. Field trips.
5. School resources.
   a. School personnel.
   b. Texts, books, films, computer programs, etc.

D. Consider special events or field trips to enhance curriculum infusion.

IV. Develop Your Plan.

A. Put on paper your notes and thought from the steps above.

B. Use of the following Action Plan Forms may help organize your thoughts.

C. The Action Plan Chart focuses on five specific areas of planning.

1. Curriculum objectives.
2. Date timeline.
3. Content area curriculum will be infused in.
4. Resources to be used with the curriculum.
5. Special aids needed to teach, or comments about the curriculum.

LEGAL LITERACY EDUCATION FOR STUDENTS WITH DISABILITIES

PROGRAM ACTION PLAN

This action planning form is designed to assist you in your planning for implementing the ADA project during the school year.

Step One: The Big Picture

As a first step, consider the specific needs, interests and abilities of your students. Consider:

* How can the goals of the project and curriculum help increase the legal literacy skills of your students?

* What are the problems of your students that most need to be addressed in your class?

* What are some resources and class ideas that would make a real difference in your class?

Step Two: Thinking About the Curriculum

Now that you have identified specific needs and developed a list of potential resources and ideas, consider how you will implement the curriculum. Consider:

* Where will the curriculum 'fit' within my pre-existing curriculum and IEP goals and objectives?

* What specific lessons and topics will I need to teach?

* Are there other lessons I would like to teach to cover additional material? If so, how can I accommodate this?

* What are the most important elements that need attention when the curriculum unit is implemented?

* What types of resources might I utilize to help implement the curriculum?

* Looking at my schedule for the school year, <u>when</u> will I implement specific lessons?

Step Three: Relating Curriculum Projects

Now that you have a realistic view of the curriculum implementation, it is time to consider how the lessons and topics will be infused and developed in this implementation. Consider:

* How can I effectively challenge students to become involved in ADA awareness in the community and the school?

* What resources are available to assist in my classroom and for field trips?

* Thinking about various possibilities, what classroom events, resource persons, field trips or other special events make the most sense for my class?

Step Four: Putting It Down On Paper

By now you should have a tentative schedule of implementation for curriculum and special activities. The attached form will help facilitate the creation of a timeline which at a glance reflects your implementation plan. The chart focuses on the following important areas of implementation:

* Curriculum and content area 'fit'.

* Resources needed.

* Special assistance for implementing steps.

* Timeline.

LEGAL LITERACY EDUCATION FOR STUDENTS WITH DISABILITIES

ACTION PLAN

Name_____

Position_____

School and Address_____

_____

_____

School Phone_____

School TT_____

School Fax_____

Exceptionality_____

Class Type_____
(resource, self-contained, itinerant, etc.)

Number of Students in Class_____

LEGAL LITERACY EDUCATION FOR STUDENTS WITH DISABILITIES
ACTION PLAN OUTLINE CHART

CURRICULUM - LESSON OBJECTIVES	DATE TIMELINE	INFUSED CONTENT AREA	RESOURCES NEEDED	AIDS OR COMMENTS

BEST COPY AVAILABLE

Section 4

TEACHER TRAINING

INITIAL TRAINING CONFERENCE

2 1/2 Day Initial Training Conference

Conference Participants:

Each School will send a team of people including:

-2 special education teachers.

-1 Special education administrator, supervisor or designee.

-1 Principal, Assistant Principal or designee.

Day 1--Full Day Training-7.5 Hours: ADA Awareness

I. Keynote speaker: a legal expert speaking about the history and basic concepts of the ADA.

II. Workshops

A. Basic concepts of the ADA

1. History of the ADA
2. ADA Each One Teach One
3. The five titles of the ADA
4. Implementation dates
5. Enforcement Agencies
6. Complaint Agencies

B. Overview of each Title

1. Title 1-Employment
2. Title 2-State and Local Governments, Transportation
3. Title 3-Public Accommodations and Services
4. Title 4-Telecommunications

5. Title 5-Miscellaneous Provisions

C. Important ADA Language

1. Qualified person with a disability
2. Public accommodations
3. Reasonable accommodations
4. Readily achievable
5. Undue burden/hardship
6. Essential job functions

D. Practical Application of the ADA

1. Small group work
2. Case studies

III. Questions and Daily Evaluation

Day 2-Full Day Training-7.5 Hours

Applying the ADA to Real Life: Experiencing a Curriculum Teaching Students About the ADA

I. Keynote speaker-a legal expert discussing the ADA and special education law (IDEA, Rehab. Act), and due process.

II. Workshops

A. Teaching students about the ADA: ADA Awareness lesson.

B. Applying the ADA to the world of work: Employment lesson.

C. The ADA and a place to live: Housing lesson.

D. Accessing public areas and services: Accessibility/consumer lesson.

E. The ADA and Crime: Criminal law lesson

1. Access to Miranda Warnings

2. Interpreters for questioning
3. Other issues.

III. Questions and Daily Evaluations.

Day 3-Half Day Training-3 Hours: Teaching the ADA in Class

I. Workshop
   A. Using Teacher Portfolios
      1. Introduction to portfolio assessment.
      2. Teacher portfolios for peer presentation and ADA Resource Packet.
   B. Using Student Portfolios
      1. Assessing student performance using student portfolios.
      2. The portfolio and portfolio presentation.

II. Brainstorming ADA Application in the Classroom
   A. Small groups of teachers who teach students with similar disabilities.
      1. When, where, and how to use the curriculum.
      2. Suggestions for use of resource people.
      3. Preparation necessary to accommodate learning needs of students.
   B. Groups report their ideas to the whole group.

III. Discussion of next phase of program: Instruction Implementation
   A. Questions and concerns.
   B. Student survey, pretest, and preteach basic concepts.
   C. Instructions for next few months.

IV. Conference Wrap-up and Evaluation.

Section 4

TEACHER TRAINING

FOLLOW-UP TRAINING CONFERENCE

2 1/2 Day Follow-Up Training Conference

Conference Participants:

Each School will send a team of people including same School Teams as Initial Training:

-2 special education teachers

-1 Special education administrator, supervisor or designee

-1 Principal, Assistant Principal or designee

Day 1-Full Day Training-7.5 Hours: Legal Issues

I. Keynote speaker-ADA concepts and issues.
   - A. Reasonable accommodation
   - B. Undue burden/hardship

II. Workshops
   - A. Background legal information on civil rights issues.
   - B. Due process lesson.
   - C. Employment lesson.

III. Field-trip to local legal site
   - A. Possibilities include a trip to a court with an audience with the judge, a legal office, a prison, a legal library.
   - B. In Washington, DC, a trip to the Capitol, the U. S. Supreme Court, National Archives or meeting with a Congressperson.

IV. Questions and Daily Evaluation.

Day 2-Full Day Training-7.5 Hours: ADA Investigation

I. Keynote speaker-The ADA as law: Where we are today. Legal Expert or government official.

II. Workshops

- A. Criminal law.
- B. Housing law.

III. Program Showcase

- A. Presentations by site teachers, twenty to thirty minutes in length.
- B. Each teacher will give a summary of their program and student portfolio presentations.
- C. Teacher Portfolio Summaries and Presentations included in the Program Showcase.

V. Evaluations and Questions.

Day 3-Half Day Training-3 Hours: Program Planning

I. Program Debrief and Future Possibilities

- A. Small groups of teachers who teach students with similar disabilities. Each group will present their ideas to all participants.
  1. Discuss what worked and what did not work in class. Make a list to share with the group.
  2. Brainstorm possibilities for next year. Make a list to share with the group.
  3. Discuss plans for institutionalization and continued use of the program.
- B. Develop a Program Action Plan outline.
  1. How to use the program next year.
  2. List classes, resources and materials to be used.

C. Groups develop a wish list of support or teaching needs that are not currently provided.

D. Groups develop a list of additional information they need to know about the law or the ADA to enhance their teaching capacity.

E. Groups report ideas to all participants.

IV. Conference Wrap-Up and Evaluation.

RESOURCE DOCUMENTS

Sample Conference Agenda
Sample Conference Evaluation

AGENDA

National Institute for Citizen Education in the Law (NICEL) 138

SAMPLE

Conference for Special Education Professionals
Law-Related Education for Students with Disabilities

SAMPLE

December 5, 1992 ◆ Georgetown University Law Center
Washington, D.C.

TIME	SESSION	PRESENTER	ROOM
8:30am	Registration		Moot Court Room
9:00am	What is NICEL?	*Wanda Routier,* Program Director, NICEL	Moot Court Room
9:30am	IDEA, ADA, and U	*Dr. Carol Kochhar,* George Washington University	Moot Court Room

10:30am Choice of sessions

ROOM ➡	ROOM 202	ROOM 156	ROOM 160 (new participants)
PRESENTERS ➡	Wanda Routier, NICEL	*Judy Zimmer,* Deputy Director, NICEL	*Mary Curd Larkin,* Associate Director, NICEL
10:30am	What's New? (Site Teachers Only)	Conflict Management	Do We Need Rules?
11:20am	Break		
11:30am	Using IDEA	Employment Law	What Is LRE?
12:30pm -2:00pm	Lunch		
2:00pm	Constitution and Performance-based Assessment	Employment Law	Juvenile Justice - *In Re: Gault*
2:50pm	Break		
3:00pm	Constitution and Performance-based Assessment	Employment Law	Juvenile Justice - *In Re: Gault*
3:50pm- 4:00pm	Evaluation	Evaluation	Evaluation

This conference is sponsored by the National Institute for Citizen Education in the Law with support from the U.S. Department of Education.

BEST COPY AVAILABLE

AGENDA

SAMPLE

National Dissemination & Awareness Conference
for Special Education Professionals
◆ Legal Literacy for Students with Disabilities ◆

SAMPLE

Georgetown University Law Center ◆ Washington, D.C.

Saturday, May 1, 1993

9:00 - 9:30am	**Plenary Session - Welcome** **Room 202**	**Wanda Routier, Program Director, NICEL** **Mary Curd-Larkin, Associate Director, NICEL**

9:30 - 10:15am

Victims of Crime **Room 164** **Wanda Routier**

For educators who have previously experienced NICEL's special education conferences. This workshop will present a law related education lesson on crime. Participants will become involved in a description of a crime scene and discuss the importance of recalling details and sticking to the facts relating to a crime. This is not "Are You a Good Witness."

OR

Teaching About the Law **Room 156** **Mary Curd-Larkin**

For educators new to NICEL's special education conference. Do students already know too much? By teaching about the law, are you teaching how to get around the law? How will you answer these questions? This workshop is an introduction to teaching about law. We'll talk about Law Related Education - what it is and is not. Participants will become actively involved in a model law-related education lesson.

10:30 - 11:30am

Introduction to the ADA **Room 164** **Wanda Routier**

The Americans with Disabilities Act of 1990 has been called the most sweeping civil rights act since the 1960's. This workshop will present important ADA facts and concepts. Participants will experience strategies to use when teaching students about the ADA.

OR

Teen Pregnancy **Room 156** **Mary Curd-Larkin**

Who is responsible for medical bills? Do I have to pay child support? What can I do? These are questions many teens ask when confronted with a teen pregnancy. Participants will become involved in a secondary law-related education lesson which deals with problems faced during teen pregnancy.

11:30am - 12:45pm **Lunch (on your own)**

. . . . . .

12:45 - 2:20pm **Program Showcase**

Teachers and administrators will discuss their experiences while implementing the Law-Related Education for Students with Disabilities Program in their particular setting.

Group I **Room 164**

Edmond Memorial High School
Edmond, OK
Learning and Developmental Disabilities

Worcester East Middle School
Worcester, MA
Learning, Behavioral, Emotional Disabilities

Potomac High School
Prince George's County, MD
Learning Disabilities

Assumption High School
Napoleonville, LA
Learning, Emotional and Behavioral Disabilities

OR

Group II **Room 156**

Franklin Middle School
Cedar Rapids, IA
Hearing and Learning Disabilities

Iowa School for the Deaf
Council Bluffs, IA
Hearing Disabilities

Roosevelt High School
Des Moines, IA
Hearing Disabilities

Buck's County Intermediate Unit
Doylesville, PA
Developmental and Physical Disabilities

. . . . . .

2:20-2:30pm **Break**

2:30-3:20pm **Portfolio Assessment and Students with Disabilities Room 164**
Wanda Routier

Have you been wondering how to use portfolio assessment with your students? Law related education classes across the country have been using portfolio assessment with students with disabilities for several years. This workshop will provide an overview of portfolios and share teacher and student experiences.

OR

Civil Rights in Housing Room 156 Mary Curd-Larkin

"It's my property and no one has the right to tell me who can live here." Housing conflicts usually center around this value. What is the counter-argument? Which one is right? Participants will explore this issue as it relates to various kinds discrimination in housing including a discussion of ADA application in housing situations.

. . . . . .

3:30-4:15pm **Getting A Job Room 164 Wanda Routier**

Participants in this workshop will discuss factors important when looking for a job and how to prepare for an interview. The ADA will be applied as it relates to application and interview questions.

OR

Reporting A Crime Room 156 Mary Curd-Larkin

Teens are less likely to report crime than any other age group, yet they are the most victimized of any age group. Why? This workshop will focus on teaching strategies which build teens' comfort level and skills when reporting crime. ADA application will be discussed as it relates to accessing ways to report crime.

SAMPLE

NATIONAL INSTITUTE FOR CITIZEN EDUCATION IN THE LAW (NICEL)

SAMPLE

CONFERENCE EVALUATION

National Dissemination & Awareness Conference for Special Education Professionals
Legal Literacy for Students with Disabilities
May 1, 1993 ♦ Georgetown University Law Center ♦ Washington, D.C.

Please select the response that best describes how you feel about each of the sessions. We will incorporate your suggestions into our planning for the next year. Feel free to comment and suggest improvements. Answer the questions using the scale from 1 to 5. 1 indicates that you strongly disagree, 5 indicates that you strongly agree.

9:30am

SESSION 1: VICTIMS OF CRIME - *Wanda Routier* *OR* TEACHING ABOUT THE LAW - *Mary Curd-Larkin.* *(Please circle the name of the presenter in your session)*

The material was presented in a clear manner:

1 (Strongly Disagree) 2 3 4 5 (Strongly Agree)

This will assist me in setting up and teaching the materials:

1 (Strongly Disagree) 2 3 4 5 (Strongly Agree)

Comments:

10:30am

SESSION 2: INTRODUCTION TO THE ADA - *Wanda Routier* *OR* TEEN PREGNANCY - *Mary Curd-Larkin.* *(Please circle the name of the presenter in your session)*

The material was presented in a clear manner:

1 (Strongly Disagree) 2 3 4 5 (Strongly Agree)

This will assist me in setting up and teaching the materials:

1 (Strongly Disagree) 2 3 4 5 (Strongly Agree)

Comments:

12:45am
SESSION 3: PROGRAM SHOWCASE.

The material was presented in a clear manner:

1 Strongly Disagree 2 3 4 5 Strongly Agree

This will assist me in setting up and teaching the materials:

1 Strongly Disagree 2 3 4 5 Strongly Agree

Comments:

2:35pm
SESSION 4: PORTFOLIO ASSESSMENT AND STUDENTS WITH DISABILITIES - *Wanda Routier* OR CIVIL RIGHTS IN HOUSING - *Mary Curd-Larkin.* *(Please circle the name of the presenter in your session)*

The material was presented in a clear manner:

1 Strongly Disagree 2 3 4 5 Strongly Agree

This will assist me in setting up and teaching the materials:

1 Strongly Disagree 2 3 4 5 Strongly Agree

Comments:

3:30pm
SESSION 5: GETTING A JOB - *Wanda Routier* OR *REPORTING A CRIME - Mary Curd-Larkin.*

This was a valuable session:

1 Strongly Disagree 2 3 4 5 Strongly Agree

Comments:

CONFERENCE FACILITIES

The facilities were good for a conference:

1 Strongly Disagree 2 3 4 5 Strongly Agree

Comments:

Washington, D.C. was a good place to have this conference:

1 Strongly Disagree 2 3 4 5 Strongly Agree

Comments:

The dates were as convenient as possible:

1 Strongly Disagree 2 3 4 5 Strongly Agree

Comments:

The length of time (2 ½ days) was about right:

1 Strongly Disagree 2 3 4 5 Strongly Agree

Comments:

Interpreter services provided were good:

1 Strongly Disagree 2 3 4 5 Strongly Agree

Comments:

The conference materials were well organized and useful:

1 Strongly Disagree 2 3 4 5 Strongly Agree

Comments:

The conference as a whole was excellent:

1 2 3 4 5

Strongly Disagree Strongly Agree

Comments:

Your comments on any issue not covered:

Section 5

STUDENT INSTRUCTION

INTRODUCTION

Student instruction is an important component of the ADA Training Model. Teachers must use the information they learned during training. Only by sharing this information with students will the goal of the model be realized: to provide students with disabilities legal literacy skills about their rights, responsibilities and opportunities under the ADA.

The student curriculum consists of lessons teaching students about the ADA and how to apply it to everyday situations in accessibility, housing, and employment. Student instruction consists of three components. These include curriculum instruction, assessment including pre/post tests and portfolios, and use of comment sheets for student feedback.

Students have different learning styles and similar learning considerations as adults discussed in Section 2. It has been said that people remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say or write, and 90% of what they do and say. Participatory strategies are more effective than lecture. Active learning gives students a stake in their learning and moves the teacher from lecturer and expert to facilitator of inquiry.

Facilitating student learning includes consideration of individual learning styles, disability accommodations, and learning needs. It is recommended that content be presented with consideration to the ease of learning. Most people learn easier when moving from something old to something new; from the simple to complex; from the familiar to the unknown; from the concrete to the abstract; from the practical to the theoretical; or from the present to the future (Nadler,

1984, p. 7.18). Constant review of past material is recommended to reinforce what has been learned.

Strategies recommended for classroom use are included in each lesson plan. These include brainstorming, small group work, case studies, role plays and simulations, questioning strategies, use of community resource people, and Each One Teach One. Critical thinking strategies are emphasized throughout the curriculum.

Brainstorming is a well-known and widely used strategy. It is where everyone can contribute and no contribution is judged. It encourages students to be creative and use their imagination. The results of brainstorming can be a list of possible solutions for a given problem, and elicits alternatives when considering values.

Small group work is key to active student participation in learning. It is also important for cooperative and collaborative learning. There are several objectives of small group work. First, students will be learning and applying the targeted material. Second, students will learn responsibility to self and to the group as they learn to complete assigned tasks. Third, students will improve their social skills while participating in activities with others. Fourth, students will learn from each other, and learn to be autonomous with the teacher as facilitator rather than the sole provider of knowledge. Fifth, students will learn to resolve differences among themselves as they work together to complete group tasks.

Case studies are an integral part of law-related education and are an inquiry oriented teaching strategy. The purpose of a case study is to help students apply legal theory to real-life situations. Students are forced to explore their own ideas and conclusions which heightens student interest in the case, and develops skills such as logic, independent analysis, critical thinking and decision making.

Students involved in a case study are required to analyze problem situations and reach their own conclusions concerning the outcome of the case. There are many forms of case studies. These include: legal cases based on written court opinions, hypothetical situations, and real-life situations taken from the media or other sources. A case study has five components.

1. The issue or problem posed by the case.
2. A description of the facts of the case.
3. Consideration of the arguments or different positions that can be taken on the issue.
4. A decision about the issue.
5. An explanation of the reasoning behind the decision.

Role plays and simulations are favorites with most students. They provide students with the opportunity to pretend they are someone else in a different situation. In a role play, students are requested to feel, think, or act like another person in a specific problem or situation. In a simulation, students are requested to react to a specific problem or situation within prescribed boundaries. For example, a mock trial is a simulation of actual court proceedings, while acting out a consumer complaint is a role play.

Although role plays and simulations differ, there are similar characteristics which include:

- Building and developing critical thinking, creativity, and imagination.
- Promoting the expression of attitudes, opinions and/or values.
- Enabling students to develop and consider alternatives in problem solving situations.
- Careful planning by the teacher.

- Careful preparation of participants.
- Detailed debriefing and an in depth analysis of the experience by the teacher and students.

Questioning strategies are an important component of student instruction. Law-related education instruction depends on the teacher questioning students to elicit discussion and identification of opinions and attitudes. Effective questioning is critical to involve students in the learning process. The main goal of student instruction in this program is to enable students to know their rights and responsibilities under the law. To do that, the teacher will need to use questions that will make students think about their own and others' opinions and/or attitudes, apply the law and opinions to real-life situations, and synthesize concepts. The transfer of learning from the classroom to every day life is important for students.

Community resource people can enhance, enrich and extend student learning and understanding. Students learn more effectively by meeting a real person who has experience that relates to lesson topics. They can provide the teacher with expertise and technical assistance in unfamiliar topics. Resource people can answer student questions and serve as positive adult role models. This is especially true if the resource person has a disability and serves as a successful person overcoming disability related problems.

Each one teach one is a strategy for teaching factual information. It can be used with facts from any subject where the class is expected to learn a number of facts about a topic. Each student receives one fact written on a piece of paper. Students share their fact with others in the class. Everyone becomes involved and has responsibility to teach peers so everyone learns the facts. This is a favorite activity among students.

Critical thinking requires students to use higher level thinking skills to form, or consider positions and opinions. Synthesizing, examining and considering other viewpoints, expressing and defending opinions, supporting positions with evidence, comparing and contrasting situations, making assumptions, and decisicn making skills are a few critical thinking strategies employed in the curriculum.

The following pages outline the components of student instruction.

Section 5

STUDENT INSTRUCTION

A. Pre Test

1. Develop, administer, and score a brief pre test based on curriculum content and the ability level of your students.
2. Use the information from the pre test to individualize your teaching to meet the needs of the students.
3. Cover background information students need to know before proceeding with the lessons on housing, employment, accessibility or other topics.

B. Curriculum Instruction

1. Select and organize lesson topics and begin teaching about the ADA. Activities such as "ADA Each One Teach One," and group projects are helpful to introduce the ADA.
2. Include lessons where students can apply what they learned about the ADA.
   a. Housing Discrimination Lesson.
   b. Employment Lessons on Getting a Job and Job Testing.
   c. Accessibility Lesson.

C. The Portfolio and Portfolio Presentation

1. Introduce portfolio assessment to students as a way to show what they have learned. The portfolio and presentation are often used as a supplement or alternative to a written test.
2. Work with the class to develop the contract for each assigned letter or number grade (or whatever grading method your school uses).

3. Discuss the portfolio presentation as the culminating activity of portfolio assessment.
    a. Students present selections from their portfolio to the class during an oral presentation.
    b. The presentation is videotaped. Be sure to video tape other class sessions and group reports so students are familiar with talking in front of the camera.
4. Monitor student progress while they collect portfolio items.

D. Student Opinion Sheet
1. Distribute and collect the Student Opinion Sheet to students after a special class event such as a class visit by a community resource person, or class field trip.
2. The Student Opinion Sheet can also be used after a regular lesson to solicit student comments and suggestions.
3. Use comments to make improvements to the program and repeat effective strategies and activities.

E. Student Questionnaire
1. Distribute and collect the Student Questionnaire.
2. Review the comments and make notes of areas where you want to improve, make additions or deletions, or otherwise impact the future effectiveness of the program.

F. Post Test
1. Develop, administer, and score a brief post test based on curriculum content and the ability level of your students and material covered.
2. Use the information from the post test to improve the program and teaching in order to meet the needs of your students.

G. Portfolio Presentation

1. Schedule all portfolio presentations. Remember to video tape the presentations.
2. Lead the class in a discussion of relevant, interesting or unique topics brought forth in the presentation. Allow time for questions.
3. Schedule and conduct personal student interviews.
4. After class presentations, interview each student in private and review the video of their presentation. This is very important so students can share why they included certain items, or why they made certain comments. Ask students for other comments about their portfolio. End with positive comments about the student's work.

Section 6

PROGRAM EVALUATION

WHY EVALUATE?

There are several reasons why it is important to evaluate the program. A few of the most common reasons are:

* **To justify continuing the program.** Most professionals must justify new programs to administrators, school boards, state legislatures, funders or others. Evaluation will provide you with facts about your program. Evaluations can provide quantitative information about the numbers, types, or levels of students involved in the program, or anecdotal information based on observations, conversations, or interviews with students.
* **To assist with future planning.** Evaluations can assist with determining strengths and weaknesses of the current program. By using that information, changes, revisions, additions, deletions, or other modifications to the program can be justified. Evaluations can also be used to compare different delivery methods, strategies, or activities.
* **To help in program replication.** Evaluations can document current effective program components. This documentation can assist school administrators with planning for adoption in other classes or schools. The school superintendent, director of special education or other administrator may want to review evaluations in order to standardize program delivery across the district, or to train staff on program development and implementation in their school.

* **To document success when seeking program funding.** Evaluations can determine if teachers, staff, and/or students value the program and see it as being successful. Evaluations can also document activities that link successful program components with, for example, reduced student conflict or disciplinary referrals in the school; more awareness and sensitivity of all students for disability issues; or whether students, both with and without disabilities, have advocated for more accessibility to school facilities and activities.

It is helpful to compile all evaluation responses into one report of the evaluation. This provides one document to use when justifying the program and sharing it with other professionals.

WHAT GETS EVALUATED?

There are three program components that should be evaluated.

* Training Conferences
* Teacher Knowledge and Experience
* Student Knowledge and Experience

1. Training conferences. An evaluation should always be provided at a training conference. Included should be evaluation of each session, keynote speaker, conference facilities, overall conference effectiveness, and a place for additional comments. The conference evaluation can be completed after each session, or at the very end of the conference.
2. Teacher knowledge and experience. This is where teachers do a self-assessment of their ADA and overall legal/content knowledge. The following instruments are used for teacher assessment.

a. Personal Knowledge Inventory: Administered prior to training.

b. Teacher Questionnaire: Administered at the end of the school year. Teachers review their responses on the PKI to compare their level of knowledge before and after training and program implementation.

c. Teacher Portfolio Presentation: Portfolio presentations are included in the Program Showcase during the follow-up training conference to relate local ADA items to their program.

3. Student knowledge and experience. Equally important is an evaluation of student learning. The pre and post tests, and portfolio and portfolio presentations provide data for grading students. The student questionnaire allows students to give their comments and provides you with information about what they know and what they have learned. The following instruments are used for student assessment.

a. Pre/post tests: Administered prior to and following ADA instruction.

b. Student questionnaire: Administered at the end of instruction.

c. Portfolio and portfolio presentation: The portfolio is initiated at the beginning of instruction. The presentation is scheduled at the end of a time frame agreed upon by students and the teacher. It is usually after ADA instruction.

References

Juvenile Justice Steering Committee, LRE National Training and Dissemination Program. (1993). Law-related education for juvenile justice settings. Washington, DC: Author.

Nadler, L. (Ed.). (1984). The handbook of human resource development. New York: John Wiley & Sons.

Nadler, L. (1988). Designing training programs: The Critical Events Model. Reading, MA: Addison-Wesley.

National Crime Prevention Council & National Institute for Citizen Education in the Law. (1992). Teens, Crime, and the Community Implementation Guide. Washington, DC: Author.

Showers, B., Joyce, B., & Bennett, B. (1987). Synthesis of research on staff development: A framework for future study and a state-of-the-art analysis. Educational Leadership, 45, 77-87.

Resources

1.) To obtain copies of the Americans with Disabilities Act contact:
House Annex #2
House Document Room
2nd and D St., SW
Washington, DC 20515
202-225-3456

Copies are available in the following formats: Regular print, large print, Braille, electronic file on computer disk and audio-tape.

2.) Alexander Graham Bell Association for the Deaf
3417 Volta Place, NW
Washington, DC 20007
202-337-5220

Provides assistance and publications about accommodating people with hearing disabilities.

3.) Architectural & Transportation Barriers Compliance Board
1331 F St., NW, 10th Floor
Washington, DC 20004-1111
202-272-5434 (V, TT); 800-872-2253 (V, TT)
800-USA-ABLE (V, TT)

Provides information about architectural compliance with the ADA for new construction and alterations.

4.) Equal Employment Opportunity Commission (EEOC)
1801 L St., NW
Washington, DC 20507
Washington: 202-663-4900 (V); 202-663-4494 (TT)
Outside Washington: 800-669-3362 (V); 800-800-3302 (TT);

Provides information about the ADA, Title 1: Employment. Has published a manual that provides an overview of the ADA and lists names, addresses and telephone numbers of federal, state, local and other agencies that provide assistance.

5.) Federal Communications Commission (FCC)
1919 M St., NW
Washington, DC 20554
202-632-7260 (V); 202-632-6999 (TT)

Provides information about the ADA, Title 4: Telecommunications.

6.) Independent Living Research Utilization Program
The Institute for Rehabilitation and Research
Houston, Texas
ADA Hotline: 800-949-4232

Provides ADA Hotline for employers and employees with disabilities.

7.) Internal Revenue Service
Department of the Treasury
1111 Constitution Ave., NW
Washington, DC 20044
202-566-2000; 800-829-1040

Provides information about federal disability-related tax credits and deductions for business.

8.) Job Accommodation Network (JAN)
West Virginia University
809 Allen Hall
Morgantown, WV 26506-6123
Outside West Virginia: 800-526-7234 (V, TT)
West Virginia: 800-526-4698 (V, TT)
Canada: 800-526-2262 (V, TT)

ADA Information: 800-ADA-WORK (800-232-9675)
Computer Bulletin Board: 800-DIAL-JAN (800-342-5526)

Provides information about job accommodations and the employability of people with disabilities. Anyone can call JAN and receive a free consultation and information. JAN is a service of the President's Committee on Employment of People with Disabilities.

9.) Mainstream, Inc.
1030 15th St., NW
Washington, DC 20005
202-898-1400 (V, TT)
Provides job placement for people with disabilities.

10.) National Easter Seal Society
70 East Lake St.
Chicago, IL 60601
312-726-6200 (V); 312-726-4258 (TT)

Offers a resource catalog of publications covering all aspects of the ADA, from awareness to implementation.

11.) The National Captioning Institute (NCI)
5203 Leesburg Pike, Suite 1500
Falls Church, VA 22041
703-998-2400 (V, TT)

The Caption Center
125 Western Ave.
Boston, MA 02134
617-492-9225 (V, TT)

Provides services to caption and/or subtitle videos and/or movies. Source of caption decoder equipment and equipment needed to caption videos.

12.) National Center for the Blind
1800 Johnson St., Suite 300
Baltimore, MD 21230-4998
410-659-9314

Provides information about vision loss and services for visually impaired people.

13.) National Center for Law and the Deaf
Gallaudet University
800 Florida Ave., NE
Washington, DC 20002
202-651-5373 (V, TT)

Provides information about deafness and legal rights and responsibilities of people who are deaf, and those working with them.

14.) National Institute for Citizen Education in the Law (NICEL)
Law-Related Education for Students with Disabilities
711 G St. SE
Washington, DC 20003-2861
202-546-6644 (V); 202-546-7591 (TT); 202-546-6649 (FAX)

Provides civic and legal literacy curricula, teacher training, programs for students with disabilities, information on the ADA and other topics impacting students with disabilities. A resource center is available for legislation, education and disability issues.

15.) National Organization on Disability
910 16th St., NW
Washington, DC 20006
202-293-5960 (V); 202-293-5968 (TT); 202-293-7999 (FAX)
800-248-ABLE

Provides information about promoting the acceptance and participation of people with disabilities of all ages.

16.) National Rehabilitation Information Center
8455 Colesville Rd. # 935
Silver Spring, MD 20910-3319
301-588-9284 (V, TT)

Provides information about rehabilitative services.

17.) President's Committee on Employment of People with Disabilities
1331 F St., NW
Washington, DC 20004-1107
202-376-6200 (V); 202-376-6205 (TT); 202-376-6219 (FAX)

Provides information about the employment of people with disabilities. It is a public-private partnership of national and state organizations and individuals working together to increase opportunities for employment of people with disabilities. Offers publications, alternative formats of legislation and other literature, meetings, an annual conference, and other resources.

18.) Regional Disability and Business Accommodation Centers
617-349-2639 (V); 617-354-6618 (TT)

Ten centers have been established to provide information and assistance to those affected by the ADA. Call for the local center number.

19.) Registry of Interpreters of the Deaf (RID), National Headquarters
8719 Colesville Rd., Suite 310
Silver Spring, MD 20910
301-608-0050 (V, TT)

Provides contacts with state RID affiliates that provide interpreters for people who are deaf or hard of hearing.

20.) U.S. Department of Justice, Office on the ADA
Civil Rights Division, P.O. Box 66118
Washington, DC 20035-6118
ADA Hotline: 202-514-0301 (V); 202-514-0381 or 0383 (TT)
Electronic Bulletin Board: 202-514-6193

Provides ADA Hotline for information and questions.

21.) U.S. Department of Transportation
400 7th St., SW
Washington, DC 20590
202-366-9305 or 4011 (V); 202-755-7687 or 366-2979 (TT)

Provides information about transportation requirements of the ADA.

Annotated Bibliography

1.) A law for every American. (1990, July 27). The New York Times, Section A; p. 26.

Article gives information about the ceremony for the signing of the American's With Disabilities Act of 1990, and about the Act itself.

2.) Biddle, C. K. (1991, Spring). A new perspective. Gallaudet Today, 19.

Article gives a personal reflection on the American's With Disabilities Act of 1990.

3.) Brown, D. S. (1989). Workforce composition in the year 2000: implications for clients with learning disabilities. Rehabilitation Counseling Bulletin, 33, 80-84. (ERIC Document Reproduction Service No. EJ 402 108).

Explores how people who are learning disabled are affected by demographic changes in workforce. Concludes that development of academic skills will become increasingly important for people with learning disabilities as skill levels required by job market continue to rise.

4.) Buckholtz, T.J. & Parks, J.A. (1991). Managing information resources for accessibility. Clearinghouse on Computer Accommodation, Information Resources Management Service, U.S. General Services Administration: Washington, DC.

Handbook provides guidance for information accessibility to accommodate users with disabilities. Includes resource list.

5.) The Bureau of National Affairs, Inc. (1990). Summary and analysis of major sections of Americans with disabilities act of 1990 (DLR No. 138; PG. C - 1). Washington, DC: Daily Labor Report.

Article summarizing several sections of the American's With Disabilities Act of 1990.

6.) Culp, C. E. (1992, August 10). Profit from serving the disabled. The Wall Street Journal, p. A10.

This article is written by the president and CEO of Embassy Suites Hotel Division. It tells about the experience of Embassy Suites to educate their

employees about providing service to people with disabilities, and about their initiative to make all of their hotels accessible. Gives hints for compliance with the ADA and suggestions for viewing the ADA as an opportunity to serve all customers. Lists a consulting group who help travelers with disabilities, and offer assistance to corporations facing compliance with the ADA.

7.) Green, P. & A. J. Brightman. (1990). Independence day. Allen, TX: DLM (Cupertino, CA: Apple Computer, Inc.).

This book provides information on designing computer solutions for individuals with disabilities. Includes an extensive list of resources for adaptive technology to make computers accessible to people with disabilities. Also provides lists of members of the Alliance for Technology Access, national organizations, books, newsletters and magazines focusing on the use of technology to improve the life of people with disabilities.

8.) Kraus, L.E. & Stoddard, S. (1991). Chartbook on work disability in the United States. An InfoUse Report. Washington, DC: U.S. National Institute on Disability and Rehabilitation Research.

Report providing descriptive information on the status of persons with disabilities in the United States.

9.) LaPlante, M.P. (1991). Disability in basic life activities across the life span. National Institute on Disability and rehabilitation Research. Disability Statistics Report, 1.

Report providing information and statistics about how disabilities effect basic life activities from birth through aging.

10.) President's Committee on Employment of People with Disabilities (1992, March). Facts about disability. Washington, DC.

Fact sheet giving background information and statistics about people with disabilities and employment.

11.) President's Committee on Employment of People with Disabilities, Employer Committee (1992, May). Implementing employment provisions of the ADA. Washington, DC.

Guide providing information about Title 1: Employment. Gives sample job descriptions, resources and a discussion of aspects of the employment

sections of the ADA. Provides resource list.

12.) Rabasca, L. (Ed.). (1992). Report on Disability Programs. Silver Spring, MD, 20910-4464.

Biweekly subscription publication highlighting recent disability issues.

13.) The Research Institute of America, Inc. (1991, August). Analysis of the Americans with Disabilities Act and the EEOC regulations. New York, NY.

A special study providing an in-depth discussion of all the employment-related provisions of the ADA and EEOC regulations.

14.) Routier, W. J. (1991). Improving civic and legal literacy skills of secondary level deaf and hard of hearing students using the United States Constitution and Bill of Rights. (ERIC Document Reproduction Service).

This practicum was designed to develop a national model for teaching students who are deaf and hard of hearing about their rights and responsibilities under the law. The model included implementing a law-related education curriculum specifically written for students who are deaf or hard of hearing addressing their needs in legal knowledge and disability issues including the Americans with Disabilities Act. Teacher training was an important component of the model. Analysis of the data revealed that students were more apt to learn and retain legal and civic information if presented using effective law-related education teaching strategies. A comparison of pre and post test scores show increased knowledge about Constitutional issues related to daily life. Teachers' positive comments about training and use of the curriculum indicate successful implementation of the model.

15.) TransCen, Inc. (1991, Winter). The recession, employment, and the "Americans with disabilities act." Into the Future, p.1, 4-5.

This article presents a look at current economic conditions and implications in the workplace with the implementation of the American's With Disabilities Act of 1990.

16.) Worklife, 3 (Fall, 1990).

Entire issue focused on the signing of the American's With Disabilities Act of 1990.

Curriculum Resources

Arbetman, L., McMahon, E., & O'Brien, E. Street Law: A Course in Practical Law. St. Paul, MN. West Publishing Co. 4th edition. 1990.

A student text with teacher's manual and test bank teaching practical law to secondary level students. Covers topics of criminal , consumer, family, housing law, introduction to law, torts, and individual rights.

Chorak, B., Curd-Larkin, M., & Routier, W.J. Law In Your Life. St. Paul, MN. West Publishing Co.

The National Institute for Citizen Education in the Law (NICEL) announces a text especially designed for students with disabilities, at risk students, and those for whom traditional texts have proven ineffective.

Law In Your Life is an outgrowth of two distinct but related curricula developed by NICEL. One curriculum produced and widely tested 62 law-related education (LRE) lessons for students with disabilities. The other curriculum of more than 70 lessons was a special initiative to extend NICEL's educational approach to delinquent youth in juvenile justice settings. Over time, NICEL determined that both curricula could be successfully combined.

Special education teachers determined that their curricula could reach a broad group of students with disabilities. Teachers of delinquent youth determined that a large percent of their population consists of students with disabilities. Law in Your Life applies to both populations using a high interest, low reading level format that is appropriate for secondary level students. The reading level throughout the text is at the fourth to fifth grade. Case studies, mock trials, simulations and role plays are typical lesson activities.

A theme present throughout the text is practical application of the Americans with Disabilities Act of 1990 (ADA). The ADA is introduced and applied in situations such as seeking employment, finding a place to live, accessing a business, and learning about individual rights, responsibilities and opportunities under the ADA.

Teaching methods and strategies emphasized in Law in Your Life promote student mastery of a variety of skills which may not be emphasized in regular secondary classrooms. Cooperative learning and critical thinking strategies in the text place a strong emphasis on social skills necessary to interact with other people, often a weakness for the targeted student population. Examples of social skills objectives include examining and considering other viewpoints; accepting responsibility for one's own actions/behavior; expressing and defending opinions; identifying personal strengths; and working with a group to solve a common problem.

It is projected that Law in Your Life will be available in the spring of 1994.

Zimmer, J.A., McMahon, E.T., Modglin, T.W., & O'Neil, J.F. Teens, Crime, and the Community. St. Paul, MN. West Publishing Co. 1992

A student text with teacher's manual teaching middle school and secondary level students about vandalism, drug and alcohol abuse, shoplifting, drunk driving crime prevention, and conflict management.

Zimmer, J.A. We Can Work It Out! Culver City, CA. Social Studies School Service. 1993.

A handbook of lessons and strategies for teaching problem solving through mediation.

N I C E L

National Institute for Citizen Education in the Law

Main Office
711 G Street, SE
Washington, DC
20003-2861

Voice: 202-546-6644
TT: 202-546-7591
Fax: 202-546-6649

Office for Latin America
San Mauro 433
Sagrado Corazón
Río Piedras, PR 00926
Tel./Fax: 809-748-7588

ADA CLEARINGHOUSE AND TEACHER RESOURCE CENTER

Materials List

Table of Contents

I. **ADA Materials** 3
- A. Articles and Papers 3
- B. Booklets 4
- C. Books 5
- D. Brochures 5
- E. Fact Sheets 6
- F. Organizations/Agencies 7
- G. Technical Materials 7
- H. Other Materials 8

II. **Disability Issues** 9
- A. Articles and Papers 9
- B. Books 10

Chair
National Advisory Board
MARK GELBER

Co-Directors
JASON NEWMAN
EDWARD L. O'BRIEN

Associate Directors
LEE ARBETMAN
MARY CURD LARKIN

A project of the Consortium of Universities of the Washington Metropolitan Area, NICEL is affiliated with Georgetown University Law Center and its D.C. Street Law Project

C. Reports 10
D. Other Materials 11
III. Technology 11
A. Articles and Papers 11
B. Books 12
IV. Authentic/Portfolio Assessment 12
A. Articles and Papers 12
B. Books 14
C. Other Materials 14
V. Curricula for Special Education/At Risk Programs 14
A. Published Curricula 14
B. Lesson Plans 16
VI. General Education Materials 16
A. Articles and Papers 16
B. Books 17
C. Other Materials 17
VII. Legislation 17
A. Disability Legislation 17
B. Other Legislation 18
C. Guidelines and Standards 18
VIII. Court Opinions 18
A. Disability Cases 18
B. Non-Disability Cases 19